Educational Guidance:
Its Principles and Practice



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Educational Guidance:
ITS PRINCIPLES AND PRACTICE

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THE MACMILLAN COMPANY

New York · 1947

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Printed in the United States of America

Preface

STUDENTS OF GUIDANCE, WHETHER IN COLLEGE and university classes or in positions as teachers, homeroom teachers, faculty advisers, and counselors, want to improve the quality of the educational guidance that they are able to give to students. This book is written with this purpose in mind. It presents principles of guidance in dramatic form. Although the interviewer is designated as *counselor, dean, vice principal,* or *adviser,* most of the interviews reported could have been conducted by well-qualified teachers. Condensed reports of actual interviews are taken as a point of departure—as a basis for discussion and for suggesting ways in which teachers and counselors may improve their future interviews.

Excellent books are available in the broad field of guidance such as Brewer's *Education as Guidance* and Arthur Jones' *Principles of Guidance.* Likewise the narrower field of vocational guidance is admirably treated from different angles, as for example, by Brewer in his *History of Vocational Guidance,* Myers in his *Principles and Techniques of Vocational Guidance,* Kitson in his *I Find My Vocation,* and Forrester in her *Methods of Vocational Guidance.* The equally important task of educational guidance, however, seems to have been neglected. It is hoped that this book will fill this gap and serve as a companion volume to other important books on personnel work.

In the first chapter the nature of educational guidance and the need for it are presented. In the second, the reader will find a discussion of ways of understanding individuals. The third chapter, following naturally upon the first two, deals with ways of acquiring knowledge of educational opportunities. Chapter Four describes programs of educational guidance in secondary schools and in higher educational institutions. Chapter Five aims to increase the reader's understanding of the principles of counseling. After these five chapters follows a most important part of the book—the records of actual interviews, modified, of course, to prevent identification of the counselors, counselees, and institutions. These interviews show how school guidance workers have dealt with a variety of common counseling problems.

By reading reports of interviews, the student of guidance becomes sensitive to good and poor procedures, and thus better able to judge his own performance. This feature of the book will be especially effective, if this plan is followed: First read the brief description of the case; then imagine what you would say if you were the interviewer. Now you are ready to read the interview, tell what you think is good and poor about it, and finally to read the author's comments. If you prefer to start with the interviews, you may turn to Chapters Six and Seven at once; after you have studied them, read the first five chapters to summarize and supplement the impressions you have gained from the interviews.

For almost ten years the author has been using dramatizations of interviews in her classes and at teachers' meetings as a basis for discussion of counseling technics. Other instructors may use them for the same purpose in their classes, and principals and directors of guidance will find them useful in faculty meetings and other forms of in-service education of teachers. These dramatizations will liven up otherwise dull classes and meetings. Most important of all, they will help teachers and counselors "talk to" students and parents more effectively.

The author is indebted to many of her former students who contributed examples of educational guidance and participated in the discussion of interviews read in class. Their names are not associated with the cases they contributed, as an added precaution against identification of the cases. To Mr. James Hayford the author is indebted for his critical reading of the entire manuscript; to Dr. Gertrude Forrester, Director of Guidance of the Ridgefield Park Public Schools, and to Mr. John Charlton, Director of Guidance in the Nyack Public Schools, for sources of information they use in advising pupils who do not go to college; to Lt. Frances M. Wilson for training opportunities suggested to veterans by the Educational Division of a U.S. Naval Hospital; to Dr. Louise Price for the case data on the interview with a veteran, and to Miss Jane Culbert, Miss Grace Farrel, and Mr. Boris Van Arnold of the Consultation Service of the Department of Labor and the Vocational Advisory Service for the insight they have given into vocational guidance problems. Lt. Frances M. Wilson, Educational Division, St. Albans Hospital, and Mr. Clement Staff, Case Worker in Child Placement, New York, gave invaluable assistance by contributing their analyses and discussion of the interviews reported in the last two chapters.

R. S.

Table of Contents

I THE NEED AND NATURE OF EDUCATIONAL GUIDANCE 3

Need for Educational Guidance 3

IN CHOICE OF COURSE 3
IN DECISION AS TO FURTHER EDUCATION 12
IN "MAKING THE GRADE" 13

The Nature of Educational Guidance 17

ESSENTIALS OF EDUCATIONAL GUIDANCE 18
RAMIFICATIONS OF EDUCATIONAL GUIDANCE 19
EDUCATIONAL GUIDANCE AS PART OF EDUCATION 21

Concluding Statement 24

II SELF–APPRAISAL 26

Observation of Student in Class 27
Evaluation and Analysis of Written Assignments 28
Teacher-Made Tests 28
Standardized Tests 29

SCHOLASTIC APTITUDE 30
READING ABILITY 34
ACHIEVEMENT IN OTHER SUBJECTS 35
MECHANICAL APTITUDES 36
INTERESTS 37
CAUTIOUS USE OF TESTS IN EDUCATIONAL GUIDANCE 37

Interviews 39
Cumulative Records and Case Studies 40
Concluding Statement 45

III EDUCATIONAL OPPORTUNITES 47

High School Offerings 48
Special Schools 50
College Offerings 51

SOURCES OF ESSENTIAL FACTS ABOUT COLLEGES 51
INFORMATION ABOUT COLLEGE COURSES IN RELATION TO VOCATIONS 53
COLLEGE ENTRANCE REQUIREMENTS 55
PROPOSED FLEXIBILITY OF ADMISSION REQUIREMENTS 58
TRENDS IN ADMISSION REQUIREMENTS 60
CUMULATIVE RECORDS OF INFORMATION ABOUT COLLEGES 63

Opportunities for Education for Persons Not Going to College 67

KINDS OF EDUCATIONAL OPPORTUNITIES 67
SOURCES OF INFORMATION ON TRAINING OPPORTUNITIES 68
TRAINING OPPORTUNITIES FOR VETERANS 71

Concluding Statement 72

IV PROGRAMS OF EDUCATIONAL GUIDANCE 75

Bridging the Gap 75

PROGRAMS FOR MAKING THE TRANSITION TO A HIGHER SCHOOL 76
DEVICES FOR ENCOURAGING CONTINUITY OF GUIDANCE 77

Programs of Educational Guidance during High School 78

A UNIT ON PROBLEMS OF COLLEGE FRESHMEN 79
A CORE COURSE IN GUIDANCE 79
FACULTY ADVISER PLAN 82
EDUCATIONAL GUIDANCE BY THE STUDENT'S COUNSELOR 82
A COMPREHENSIVE PROGRAM 82
ADMINISTRATIVE ASPECTS 84

Looking beyond High School 86

NEED FOR LONG-DISTANCE PLANS 87
GUIDANCE FOR PARENTS 88
THE ROLE OF COLLEGE REPRESENTATIVES 89
ASSISTANCE FROM COMMUNITY GROUPS 89
CONSIDERATIONS IN PLANNING FURTHER EDUCATION 90
INTRODUCTION OF THE STUDENT TO THE HIGHER INSTITUTION 91
FITTING THE INSTITUTION TO THE STUDENT 92
CRITERIA FOR DECIDING WHETHER TO GO TO COLLEGE 92
IF HE DOES NOT GO TO COLLEGE 93

Between High School and College 93
The Educational Guidance Clinic 93
Educational Guidance during College Years 96

GUIDANCE THROUGH THE CURRICULUM 96
ORIENTATION OF STUDENTS 98
READING AND STUDY METHODS 98

If at First They Don't Succeed 101
Concluding Statement 103

V THE COUNSELING PROCESS 106

The Nature of Counseling 106
Who Should Have Counseling Service? 108
Influence of School Philosophy and Policies 108
Personality of the Counselor 109
Relation of Information and Technics to Counseling 110
Nondirective-Directive Scale 111
Limitations of the Client-Centered Approach 114
The Role of the Counselor 116
Principles of Counseling Made Concrete 116

VI EDUCATIONAL GUIDANCE DURING HIGH SCHOOL YEARS 118

Failure Viewed as a Crime 119
A Boy Who Sees Little Value in School Subjects 120
A Gifted Girl Failing in Algebra and Latin 123
An Optimistic View of Difficulties with Arithmetic 127
The Need of a Place to Study 129
A Short Initial Interview with a New Pupil 131
Voluntary Interview with a Freshman Entering a Large High School 134
An "Entering Wedge" 139
Poor Academic Work as Related to Vocational Plans 141
An Adolescent Boy of Foreign Parentage Who Is Withdrawing from an Unsatisfactory School Experience 144
"What Shall I Do Next?" 152
A Girl Looking for Educational Opportunities 155
Preparation for a Specific Vocation 157
A Language Handicap Enters into This Situation 160

Interview Regarding Course to Follow after High School 166
Too Great Expectations 169
Concluding Statement 173

VII EDUCATIONAL GUIDANCE DURING COLLEGE YEARS AND LATER 174

Interview with Applicant to a State Teachers' College 175
An Admission Interview in a School of Nursing 179
A More Suitable Program 181
Difficulty in Getting Assignments in on Time 186
A Consideration of Poor Reading and Study Habits 188
Freshman Freedom 193
A Case of Lack of Purpose 201
Some Complications Facing a College Freshman 205
A Possible Physical Basis for Study Difficulties 210
Considering a Change of College 213
A Post-College Interview 216
Counseling a Veteran 220
Concluding Statement 234

APPENDIX 237

A. *Intelligence Tests* 237
B. *Sources of Information on Secondary Schools, Vocational Schools and Other Training Opportunities, Colleges and Universities* 238
C. *Information for College Entrance in Addition to the Record of School Marks* 240

D. *Intellectual Level of Student Bodies of Colleges Taking the American Council on Education Psychological Examination in 1934* 243
E. *Books Helpful to Students in Determining Their Vocational Objectives* 255
F. *Training Opportunities for Veterans* 259

Index 261

Educational Guidance:
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Chapter I *The Need and Nature of Educational Guidance*

SURVEYS OF GUIDANCE IN MANY SCHOOLS AND colleges indicate that need for educational guidance usually heads the list of student problems. Records kept for a month by personnel workers in high schools, teachers' colleges, liberal arts colleges, and universities showed a preponderance of interviews dealing with planning a course of study, choosing a college or other educational institution, and succeeding in a chosen program.

NEED FOR EDUCATIONAL GUIDANCE

When one curriculum is required for all students, the problem of choosing a program of study is automatically eliminated. The students, like the Mock Turtle, may say with a sigh,

"I only took the regular course."

"What was that?" inquired Alice.

"Reeling and Writhing, of course, to begin with," the Mock Turtle replied, "and then the different branches of Arithmetic —Ambition, Distraction, Uglification, and Derision." [1]

Choice of Course. Whenever choice is offered, guidance may

[1] Lewis Carroll, *Alice's Adventures in Wonderland and Through the Looking Glass* (New York: The Macmillan Company, 1930), p. 143.

be helpful. Many students are all at sea as to the best course to take, and in many schools they are offered no assistance in planning their programs. The bewildered pupils come to a strange high school with little or no knowledge of the subjects offered. With the help of their families, or entirely on their own initiative, they sign up for subjects that look interesting or easy, that they think are required for entrance to a certain college or vocation, or that their friends are taking. It is unusual to find a high school pupil who has as many good reasons for her choice of subjects as the following: "I took geometry and English because they are required to enter X—— college. I took salesmanship because I may get a job in a store to earn money for college. I took sewing because it is cheaper to make some of my own clothes." Very seldom do pupils know enough about themselves, the courses offered, or the relation of school subjects to vocational fields to plan the program that fits them best.

Rarely does a pupil receive as much help as one girl who was considering the possibility of becoming a nurse. She was given information about the opportunities and requirements for nursing. She was also encouraged to explore the field by serving as nurse's aide in a hospital. After she had decided to become a nurse, she was helped to find the schools of nursing that offered the best opportunities for her and to prepare herself to meet their requirements.

Many adults today bear witness to the haphazard educational and vocational guidance they received. The following quotations are illustrative:

"I went to X—— college and came out with a major in archaeology that was worth nothing as far as earning a living was concerned. My science interest was purely a chance that came along as a means of getting required points during summer school. I wish I had had someone who was really interested in me then."

"My father wanted me to be a secretary. My mother urged me to prepare for college. My speech teacher in college encouraged

me to enter that field, but it seemed to lead to high school teaching, which did not interest me. If I had known more about it, I believe I would have felt differently. My sociology instructor encouraged me to enter that field, but that meant a Ph.D., because he was interested in research rather than social work. Another sociology instructor discussed the public health field, which I investigated. Finally, quite by chance, I heard of an opportunity to do secretarial work in a college at a good salary. I took the job and held it for nine years. I wish I had had more specific information about preparation for vocations I showed aptitude in and the opportunities offered. I also would have liked to talk with people in various fields."

In college the requirement of a common core of courses, contributing to the student's general education and appropriate to the broad vocational field he has chosen, reduces his need for making detailed choice of courses in the first two years of college. These years of general education serve as an exploratory period during which the student has time to consider with his faculty adviser the specialization most appropriate for him in his junior and senior years.

In colleges where elective privileges are freely offered to freshmen and sophomores, many educational guidance problems center on the choice of subjects and major fields. One student began her first interview with her freshman counselor with the remark: "What on earth shall I do, without a single idea of what to major in!"

"What are you taking now?" the counselor asked.

The student mentioned her subjects, and the counselor continued: "Do any of these subjects seem to you to have value in helping you to understand yourself and the world you live in?"

"No, not especially."

"Well, you don't have to decide on a major right now. Why not explore other subjects that might be related to what you eventually want to do and to be?"

The student thought this was a good idea. Thus this initial

interview led her to take the initiative in discovering what should be her major field.

The student who does many things so well that he cannot decide on a major is in a sort of "no trumps" situation. He is sometimes helped by talking with professors or persons in the community who can give him information about certain fields, or by serving as adviser to freshmen in his junior or senior year.

On the other hand, some boys and girls hold too tenaciously to a wrongly based choice. For example, a student was sure she wanted to be a psychiatrist. She stood low on scholastic aptitude and achievement tests. In all probability she could not meet the rigorous requirements of medical school. The counselor asked:

"Where did you get the idea that you want to be a psychiatrist?"

The girl intimated that she had chosen this field because she herself needed to make a better adjustment.

The counselor sketched the requirements for entrance to medical school and briefly described the strenuous curriculum of medical school and the work of the psychiatrist. The student admitted that her marks in four subjects were low, that her lowest grade was in mathematics, and that she had never done very well in science. The counselor suggested other fields in which her chances of success would be greater. She suggested that the student discuss her science ability with the science teacher and also talk with the head of the physical education department and with the college physician, who was a psychiatrist.

Many inappropriate choices are made because parents have fixed ideas of the vocation their child should follow. Frequently their choice is neither appropriate nor congenial to the child. One father wanted his daughter to enter the field of science, whereas the girl herself was intensely interested in the social sciences and felt extremely inadequate in the physical sciences. The father said he would not continue to finance her education unless she took the science curriculum. He was adamant. The

counselor spent several hours listening to the girl think through all the factors in the situation. Her final decision was to leave college. By going to work full time, she eventually earned enough money to pay for the kind of education that clearly seemed to be appropriate for her.

Low ability combined with high ambition frequently leads to inappropriate choices. Many high school pupils with I.Q.'s below 100, instead of taking the easier subjects, are unsuccessfully attempting college preparatory courses in world history, mathematics, and science. In many instances these pupils repeat subjects in which they have failed. "Taking a subject over" is permitted without recognizing the futility of the procedure and without considering whether the subjects are suitable or useful to the pupils.

Innumerable instances could be cited of poor choice of courses in relation to the student's ability:

A girl fifteen and a half years old in the ninth grade, with a Binet I.Q. of 89, a reading grade of 7.3, and a previous history of failure in school subjects was permitted to enroll in the college preparatory course. In the first term she failed algebra and Latin, repeated them in summer school and failed again. Her parents complicated the situation by insisting that their child would, upon repetition of the courses, eventually pass. They themselves had had very little education and wanted her to continue toward their goal "even if she gets to be twenty-five years old before she graduates." It took five months of interviews with parents and child before they accepted the true picture of her strengths and weaknesses and were willing to make a shift to a more appropriate course.

A similar problem was encountered with a twelfth-grade boy whose parents wanted him to be a doctor and "make something of himself." He had a Binet I.Q. of about 90 and a C+ average throughout high school. Moreover, his family did not have the money to finance a medical education. He was a serious boy who belonged to no clubs and took part in no school activities be-

cause he had to spend his evenings and afternoons studying. He obviously had little chance of realizing his ambition to be a doctor.

The counselor showed him and his parents the intelligence ratings of some former pupils who had been successful as doctors, and pointed out that a large number of students with average intelligence had failed to meet the premedical college requirements. The counselor also told the boy and his parents the number of years of education required before he could begin earning and the cost and requirements of medical schools. The boy learned about other useful and interesting vocations that required less mental ability and preparation. If he had continued to strive for an impossible vocational goal, one of two things might have happened—a nervous breakdown, or a deep sense of failure and cessation of effort.

The following case, reported by an interviewer on a survey, is an illustration of a sequence that often leads to withdrawal from school: first, marks become lower in some or all subjects. This initial slump in academic work is followed by increased absence from school; then withdrawal; and "the rest is silence."

Pete is an eighteen-year-old Italian lad who is in his fourth year of high school. His I.Q., estimated from a verbal and a performance test, is around 78. He says he intends to remain in high school until he is graduated. But he is rather confused about his school plans at present. One of his father's chief reasons for wanting him to go to high school was that he might learn to speak Italian and thus help his father in his business. Pete says the Italian that high school offers is not familiar to his father's customers, and therefore it is of no use to him. He has been enrolled in algebra, geometry, English, citizenship, history, geography, science, and Italian. He failed in geometry, Italian, and in one semester of both English and history. He says he would like to take some "shop" courses, but none are offered in the school.

He is repeating his history course for the second time, and is

certain he is failing it this semester also, as he does not understand what his teacher wants. He is also repeating geometry.

Pete says he has had no educational or vocational counseling. He asked the interviewer's advice about what he should do. He said he had talked to the vice principal who told him he should remain in those classes, as he was sure they would do him "a world of good." He says he is afraid to talk to the teachers; some of the pupils told him that if he did so, the teachers would certainly give him an F. He expressed little confidence in his homeroom teacher's ability to help him, and he had never heard of the educational counselor. He appears to be serious and mature, but considerably confused about his school experiences.

In planning his high school program, Pete should have considered a number of factors, among which are his age, his I.Q., his scholastic achievement, and his vocational plans. One wonders about the practical value of the abstract thinking inherent in algebra and geometry for a lad whose mathematical computations will seldom exceed the making out of a sales slip for his father's customers—even if he had the mental ability to master these subjects. Doubtless some simplified courses in business English and oral composition would have more meaning for him, and be more within his ability, than the interpretation of the difficult literature included in the English courses designed for college preparatory students. The manual arts courses in which Pete expressed an interest might afford him valuable try-out experiences that would develop realistic vocational interests.

Unfortunately, the curriculum of this school provides for none of these possibilities. The teachers were not sympathetic and helpful; the homeroom teacher had not played her role of teacher-counselor for the boy; the principal had not made the necessary administrative adjustments. Even though he has reached the fourth year of high school and should stand a good chance of graduating, there is always the danger that repeated failures will result in a feeling of frustration, or in withdrawal

before he is well equipped to assume responsibilities as wage earner, head of a family, and citizen.

A similar need for educational guidance is revealed in the case of John. His recorded I.Q. is 89 and probably reflects his poor schooling. He has failed in four subjects in the two semesters he has attended high school. He lacked reading and arithmetical ability and other background necessary for successful high school work. John came to the high school from a poor type of elementary school and says he finds the teachers very different from those he had before. He guesses he has just never "caught on" or become acquainted in high school. He has made no vocational choice and has never had a conference with his teacher-counselor on this subject. He belongs to no clubs at school.

John is the second youngest child in a family of six children. He has recently lost his mother. His father is a carpenter, but John does not think he could work with his father if he left school, because he doesn't know enough about the trade. John is taking a course in woodworking for the first time this semester. In discussing his failing grades with him, his teacher apparently did not investigate the causes of his failure; she only suggested that he "get down to work." John does not think he will come back to school next semester, but he has no idea of what he will do if he drops out.

If he leaves school, he will doubtless have great difficulty in finding employment; and his unsupervised leisure time may prove more expensive to the community than would suitable education for leisure in the school. Unless the school can offer John some courses and instruction commensurate with his intelligence, no amount of "getting down to work" will afford him sufficient sense of achievement to arouse the desire for further growth, or to stimulate him to greater effort. He might be more interested in continuing school if he could look forward to transferring to a vocational school which would prepare him to enter a trade.

High ability coupled with a low level of aspiration creates

equally serious problems. Many able students have chosen courses below their real capacity. Several illustrations follow:

Jean is in the fifth term of high school. She has a Binet I.Q. of 134 and a grade average of C. She says she does not like school. She would rather stay home with her mother because she likes to do housework. She says of the subjects she has taken, "There's nothing to them." Reading is her favorite recreation. She has made no vocational choice, and has not discussed her course of study with anyone at school.

Here is a girl with ability who has not been awakened or motivated. She has taken no home economics subjects, although she seems to enjoy homemaking. This pupil is potentially a "drop out." When conditions arise that afford her an excuse to stay home, she will probably leave school without having begun to realize her potentialities. It is possible that if she were enrolled in home economics subjects where her interests were aroused, school in general would become more meaningful to her.

Frances, a high school senior of superior intelligence, wished to attend a college of the highest scholastic standards. However, owing to poor teaching in the sciences in high school, she had lost confidence about entering the field of her choice—medicine. "I know now I'll be no good in any science," she said. She had been in competition with an older sister who made excellent grades in this college. Frances had become discouraged over the possibility of "making good" at the college or in winning in the competition for scholarships. She went to the guidance worker for help and asked to take a battery of tests. The results of the tests gave evidence of high ability. When interpreted to her, they helped to change her attitude toward herself. She was then able to look forward with pleasurable anticipation to entering the college of her choice.

A boy who had graduated from high school, with grades ranging from A's to D's, enlisted in the Navy. He refused to take the V12 examination when it was offered. He was given achieve-

ment, aptitude, and intelligence tests, and assigned to specialized training. He became one of the top men in his unit and was recommended for the V12 training, which he still refused. At this point, a personnel officer showed him his tests and pointed out where he stood in relation to others. He was amazed and encouraged. After several interviews in which he discussed the reasons for his former feeling of insecurity, he went willingly into the V12 program and did work commensurate with his ability

A still larger number of gifted students, taking the college preparatory course, would profit by an enriched curriculum. In some school systems these students are frequently not allowed to add courses in art, music, home economics, and typing, which they could easily carry along with their required subjects.

Educational guidance can obviously be blocked at the outset by lack of appropriate courses and inflexibility in programming. In order to help students plan an appropriate educational program, high schools and colleges must first offer the variety of educational experiences needed by their heterogeneous groups of students. Then they must guide the individual student in the appropriate choice and use of these experiences.

Decision as to Further Education. Students' choice of further education in college, vocational school, trade school, or apprenticeship training is likewise haphazard and unguided. Rarely does a high school pupil show as good judgment and give as little indication of the need for guidance as the boy who gave the following reasons for his choice of college: "I chose this college because it is a well-known institution and has a fine teaching faculty; it is in the vicinity of my home; it is the best equipped for scientific subjects. It is a college where I could get training as an engineer, and I know that I could follow there the course I have in mind. Many famous people have graduated from this college."

Another pupil chose his college on these grounds: "It is a nonsectarian college. An opportunity is given for physical as

well as mental development. Its social activities are extensive. It has a student governing body, and a daily newspaper which offers the students an opportunity to develop their writing ability. It also has an employment bureau. It offers courses in arts, sciences, medicine, and all forms of engineering except aeronautics." Few responses as adequate as these were found in surveys of educational guidance in school systems.

However, such inadequate responses as the following are much more frequent: "I don't know," "I know we pay a lot, probably learn a lot," "I heard it was good."

Many able boys and girls do not even consider the possibility of going to college until it is too late: they have not made the scholastic average or taken the courses required for admission. Many regret that they were not informed about available scholarships. Pupils need help in asking and answering such questions as: Shall I go to college? If so, which college? What other kinds of education are available? If I go to X—— College, which subjects should I take? What high school subjects and marks are required for admission? Can I get a scholarship or pay part of my college expenses in some other way?

"Making the Grade." Students also need help in progressing in their chosen program. Although the choice of unsuitable courses and poor teaching account for part of the large percentage of failure in high school and college, other factors enter in. Examination of high school records in several school systems has shown that from one third to one half of the high school pupils are not doing academic work commensurate with their ability. Early withdrawal figures[2] show that, on the average, half of the students who enter college dropped out before graduation for a variety of reasons. The rate varies greatly among different institutions, in one being as low as 14 per cent, in another as high as 73 per cent. The quality of personnel work might be expected to influence markedly withdrawal figures.

[2] Ruth Strang, *Personal Development and Guidance in College and Secondary School* (New York: Harper & Brothers, 1934), pp. 148–162.

The reasons for failure of high school pupils given by teachers are lack of mental ability, insufficient effort, and poor study and reading habits. Pupils tend to blame their failure on insufficient study, inability to concentrate, and dislike for the subject. Reasons for failure in college subjects, reported in many investigations,[3] are poor preparation for college work, ineffective methods of instruction, inefficient methods of studying and budgeting time, lack of mental ability, and lack of purpose or motive. Less frequently mentioned conditions that have come to the author's attention in counseling students and making evaluations of guidance in schools and colleges are absence of stimulating school atmosphere or spirit, want of opportunity to feel oneself a responsible member of the group, lack of educational experiences that meet the needs of each student, lack of reasonable and stimulating assignments, and inefficient reading habits. In institutions that are dominated by cliques, the students who are left out have a feeling of unhappiness that often pervades and depresses their academic as well as their social activities. Students who are treated as irresponsible and immature tend to live down to that evaluation of themselves. When the courses they want are not offered or are poorly taught, they feel frustrated in attaining their educational and vocational objectives. When homework piles up to impossible proportions, pupils either vainly attempt to complete assignments, or simply recognize the task as hopeless; in either case they may feel resentful. These common attitudes on the part of students, whether they are justified or not, should certainly be taken into consideration, because attitudes influence behavior. The students themselves in confidential questionnaires and interviews frequently mention the problems of "getting down to work," "slow reading," "inability to understand the text and reference books," and "difficulty in budgeting time." One high school pupil told her faculty adviser that she "felt more intelligent than her grades looked." Tests confirmed her feeling. She was

[3] *Ibid.*, pp. 169–179.

functioning far below her capacity. The diagnosis eventuall showed that she had a reading problem. A reading speciali was able to find out why reading was difficult for her and helpe her improve. She later entered a school of nursing where sh did excellent work.

College students fail, too. Like high school pupils, they nee help in succeeding in their chosen program In a college of hig scholastic standards, a girl failed in one subject and was cond tioned in two in the first term of the freshman year. In the se ond term she removed the conditions, but failed in anothe subject. According to the rules of the college, she should hav been dropped.

However, it was decided to allow her to return the next yea on probation. This decision was supported by four favorabl factors:

1. She had intelligent parents and a good family background.
2. Her high school had recommended her as one of its be students.
3. Her standing on two scholastic aptitude tests was above th 40 percentile for college freshmen.
4. She recognized the seriousness of the problem and was eage to try again.

When she returned to college in the fall, three ways of dea ing with her case were proposed:

1. To put her under the close supervision and guidance of special tutor.
2. To place on her the responsibility for her academic succes but to make available any guidance resources she was read to use.
3. To let her sink or swim. If she failed, she would be prompt dropped from college.

The second course of action was chosen because this girl ha always been very closely supervised and had had no opportuni

to develop independence. She said she had "deteriorated" since the beginning of her last year of high school, when she had neglected her work for a good time. In high school she had "got away with it" and had obtained A's and B's on the basis of her past record, without working. She said she was somewhat temperamental, too. If she took a dislike for an instructor, she would not work in his class. She was also shy about reciting in college classes.

The dean gave her a study habit inventory[4] on which she marked the study methods in which she felt the greatest need for practice. Since a reading test indicated that she was in the lowest quarter of her class in reading comprehension, she was offered practical help in improving her reading, which she accepted. She also tried to develop her powers of concentration by recalling what she already knew about the assignment, by outlining what she would say on the subject if she were the author by asking questions to which she would find the answers, and by summarizing the main points after she had read a section, instead of taking notes while reading. She increased her study efficiency further by setting for herself reasonable time limits in which to complete a given assignment. By these means she was able to use to good advantage the time she spent in studying.

As a result of these efforts, her college achievement markedly improved. She said she was beginning to find it was fun to learn. Her mother said that, for the first time, she wrote home about her work. Since her assignments were better prepared, she lost some of her shyness in class and was able to take a more active part in discussion.

Occasionally misunderstanding on the part of faculty members interferes with a student's achievement. When a student complains that he cannot get along with a certain professor, there may be real foundation for his complaint. If there is, the student should be encouraged to try to see the professor's point

[4] C. Gilbert Wrenn and Robert P. Larsen, *Studying Effectively* (Stanford University, California: Stanford University Press, 1941)

of view, realizing that a part of one's education is to learn to get along with difficult persons. In other instances, all the faculty member needs is more information about the student. This information may be acquired in a case conference or in a conversation between the administrator or guidance specialist and teachers on individual cases. After one professor found that a certain student was getting high marks in all classes except his, he came to the conclusion, through further study of the situation, that his course was geared to the level of the mediocre students and offered little that was challenging to this superior student. From then on, he took pains to individualize his instruction and assignments so as to provide experiences necessary for the growth of his superior students.

The cases that have been briefly described are examples of where educational guidance went wrong. They attract attention. They demand action.

THE NATURE OF EDUCATIONAL GUIDANCE

Far more important is the effort to prevent problems. Educational guidance is positive. It is a developmental program concerned with the questions:

What is this boy or girl good for?

What kind of education will reveal his capacities and help him to develop them?

When these questions are kept in the foreground, educational counseling of necessity becomes an expression of a sound educational philosophy. It should not be viewed as an additional means or technic of making the student toe the line of school requirements. Nor should counseling be used as an effective lever to gain an individual's acceptance of a predetermined program. Instead, it should be an effort on the part of counselor and student to gain a vantage point from which they can see how his school experiences may be selected and incorporated with his total life experience. When he views the school pro-

gram as a means to better adjustment to life, he will understand the significance of conformance or nonconformance to present school requirements.

Essentials of Educational Guidance. The goal of all counseling is the growth of the individual. Educational guidance is intended to aid the individual in choosing an appropriate program and in making progress in it. This involves (1) knowledge of the abilities and interests of the individual, (2) awareness of a wide range of educational opportunities, and (3) programs and counseling, which help the individual to choose wisely on the basis of these two kinds of knowledge. The steps in this process are:

1. The student's appraisal of his learning capacity.
2. The exploration of his vocational potentialities and interests.
3. The obtaining of information about all kinds of educational resources in the school and the community.
4. The selection of a training center, school, or college that provides educational opportunities in keeping with the student's capacities and interests.
5. The detection leading to the correction of conditions that are interfering with his advantageous use of educational opportunities.

The first two steps involve an area of controversy. Some counselors believe that tests supply all the information needed in understanding the individuals who apply to clinics for a test that will tell them which vocation they should enter. They should recognize that valuable information about a person may also be obtained by observing him in his daily activities and by listening to his own story. Tests are only one of many sources of understanding a person. They show how he responds in certain standardized situations. Each test is merely one measurement of the total personality and should never be used as the sole basis for decision making.

In some circles, however, the pendulum has swung too far in the other direction. Overdependence on tests has been supplanted, in some instances, by a complete disregard of test results and case history data. The interview is supposed to tell all and accomplish all. While recognizing the importance of the student's active participation and responsibility in the process of self-appraisal and adjustment, the counselor should not neglect tests and other resources for understanding him.

Ramifications of Educational Guidance. Although, on first contact, a student may seem to be concerned solely with choice of course or difficulty with a subject, this initial problem of educational guidance is likely to branch out into economic, social, health, or emotional difficulties. Many of the reported interviews in Chapters Six and Seven illustrate this tendency. The person working with individuals cannot escape the conclusion that educational, avocational, and vocational guidance are inseparable; they are parts of the total guidance process "by which an individual's potentialities are discovered and developed, through his own efforts, for his personal happiness and social usefulness." [5]

At times, however, educational guidance should take the lead. Kirkpatrick has pointed out the danger that counselors may "prematurely emphasize the choice of a career at a time when emphasis should rather be placed upon curricular planning appropriate to the student's particular kind of readiness to learn." If, for example, mathematical ability is identified and cultivated where it exists, the foundation will be laid for its utilization in any one of a large number of vocational fields, such as astronomy, actuarial work, statistical work, and the physical sciences. Kirkpatrick goes on to say that "it is likely that vocational guidance will take care of itself in time, if intelligent planning has laid the proper foundation for personal growth and intellectual development." [6] Moreover, no one can tell a

[5] Ruth Strang and Latham Hatcher, *Child Development and Guidance in Rural Schools* (New York: Harper & Brothers, 1943), p. 1.

[6] Forest H Kirkpatrick, "Directional Tests for Educational Guidance," *Journal of Educational Research*, XXXVIII, 144 (October, 1944).

person he is fitted for certain work. Through exploratory courses, work experience, and self-examination, he can be helped to move forward in what seems to be the right direction.

Educational guidance involves an individual's psychological past. Though the idea of destiny—a destiny that the person himself is shaping—has rarely been mentioned in any discussion of guidance, yet it is a factor to be reckoned with. There is a kind of psychological predestination that shapes an individual's course. Henri Bergson and William James are right in calling attention to the individual's accumulated past that constantly presses against the portals of his present. In a very real sense, what a person *does* day by day, determines what he *will* do. To some extent, each person creates his own destiny. The counselor must recognize the individual's past as the basis for his growth toward greater fulfillment.

A sense of responsibility for making the most of oneself should be coupled with a feeling of social responsibility. Educational guidance has a social as well as a personal aspect. This social aspect is most obvious in time of war. It is impossible to go "all out" for personal self-realization when war demands that certain difficult, dangerous jobs be done, and done immediately. Millions of American men and boys have subordinated their personal development to the country's need; hundreds of thousands have terminated in death their hopes and plans for the future. This sense of social responsibility should not be lost in times of peace. It should be intensified by the imminent danger to civilization from the atom bomb. One of the aims of educational guidance is to help young people recognize clearly that "no man is an island," living unto himself alone; that each has a responsibility to use his talents and educational opportunities for the social good as well as for his personal happiness. This sense of responsibility for their talents is too often lacking in gifted students. Counselors should help gifted students not only to see the relation between their ability and the world's need, but also to obtain the advanced education required for waging

war against disease, depravity, and injustice. Educational guidance has failed unless in the process the student gains a sense of purpose in his education and a perspective on his life. This sense of direction and social responsibility is not gained by admonitions and advice. Rather it is gradually acquired through daily experiences and skilled counseling.

Educational Guidance as Part of Education. Educational guidance, as described here, is like a central motif interwoven with the whole pattern of education. It is not a one-man job; it usually requires concerted thought and action. An illustration from the college field will make this generalization concrete: A freshman in a girl's college, whom we shall call Marie, had graduated from a small high school where she received only average grades but was the leader of her class in extracurricular activities. When she came to college, she found herself a little frog in a big pond, receiving no special attention. She responded by withdrawing from the social group and taking a "sour grapes" attitude. Her student adviser, a senior, noticed that Marie missed several of her meetings with her other five freshman advisees and that, when she was present, she had a disinterested attitude. After failing in several attempts to make Marie feel a part of the group, her adviser examined with the dean some of Marie's admission and personnel records, which threw light on her difficulty in making an adjustment from the small high school to the larger and more impersonal college. When the progress reports came out in November, the adviser learned that Marie had two failing grades. In the counseling process it became clear that this student lacked the tonic effect of social success, and had not acquired effective study and reading habits in high school.

At this point the head resident, the dean, the faculty adviser, and the student adviser held a conference. Since an important factor seemed to be the change in social status from high school to college, the first step agreed upon was to help Marie to gain the social recognition she really wanted. The head resident and

the student adviser slowly interested Marie in participating in athletic teams of the residence hall. Here she gradually found recognition. As her sense of "belongingness" increased, her cooperation with other students improved, and she became willing to shoulder her share of responsibility. By the end of the year, she had overcome her initial feeling of being "squelched" and was holding an office on the freshman governing board.

While this social adjustment was taking place, the faculty adviser was in close contact with the student adviser, who helped her to understand Marie's academic failure in its total setting. While the student adviser helped the freshman on the how's and when's of studying, the faculty adviser was able in informal conferences with Marie to learn her likes and dislikes and her interests in certain fields. On the basis of this understanding, the faculty adviser suggested certain modifications in Marie's program that made her academic work more vital to her.

By the coordinated efforts of the four guidance workers, this freshman was helped to use her first year of college as a means of personality development. Although interviews and informal conversations played a part, college life itself was the major agent in effecting the student's successful adjustment.

A great deal of educational guidance is the responsibility of the faculty adviser and goes on in the classroom. The following kinds of adjustment seem to the author (though not to all educational guidance experts) to be important parts of the educational guidance program:

1. Helping a student to adjust his academic load to his ability.
2. Substituting a more suitable course for one in which the student has failed, instead of requiring him to repeat the subject.
3. Adapting methods of teaching to the individual in a class.
4. Placing the responsibility for learning upon the student.
5. Scheduling opportunities for counseling with students as an intrinsic part of their curriculum.

6. Recognizing students' real interests and providing opportunities for each student's participation in student activities, which, unless carried to excess, seem to have a beneficial effect on scholarship.

Procedures like these make educational guidance effective. Counselors who confine educational guidance to making choices are merely "scratching the surface." Very little is accomplished unless every student is provided with an environment conducive to his own best development. There is need for training opportunities in all sorts of work, special schools in fine and practical arts and in trades, provision for gifted and for nonacademic children, and materials and methods of instruction suitable to students of different abilities and interests. The teaching within the school should be much more closely linked with life outside, if the educational offerings are to have meaning, use, and purpose to the students.

A large percentage of the pupils now enrolled in high school will have completed their formal education when they graduate, or before they graduate. For financial reasons many will have to look for work without seeking further training in trade schools or business colleges. Unless the high school has provided courses that may at least serve as tryout experiences for them in some occupations, they will probably lack even an elementary knowledge of the skills required, or of their own ability to perform them.

Frequently girls marry immediately following high school graduation. What assistance has the school given them in preparing for their future vocation? Unless in high school they have received appreciation, understanding, and skills in homemaking, household management, home mechanics, family relationships, and child care, they are not prepared to make homes of their own that will function effectively as character-forming agencies and influential units of the community.

This view of educational guidance as an intrinsic part of good

education is not universal. In those situations in which educational counseling is unfortunately set apart as a special service outside the curriculum and instruction, an initial interview is required to acquaint students with the counselor and his service. This interview may be brought about in various ways: (1) by a notice requesting the student to come to the counselor's office, (2) by an introduction of the counseling service to the group as a whole, (3) by the offering of some service, such as the interpretation of a vocational interest or personality inventory that all students have taken. In this first interview, the counselor has the opportunity to establish a friendly relation with the student and pave the way for him to come again voluntarily.

If good results are to be obtained, however, educational counseling should be done in the matrix of school or college life. Otherwise the attempt to counsel may increase the student's feeling of frustration and the counselor's feeling of futility. If the counseling process indicates the need for changes in the student's program, it should be administratively possible to make these changes. If instruction needs to be analyzed and broken down into simpler steps so that the less able members of the class can follow, the teacher should do this. If the student seems to need more participation in the recreational aspects of student life, natural avenues of participation should be opened. Thus the counselor uses any opportunity or resource in the school or the community that might contribute to the student's best development.

CONCLUDING STATEMENT

Inadequate basis for choices of course and curriculum, lost opportunities for profitable further education, large percentages of failure in academic subjects, all indicate the need for better educational guidance. Case after case reinforce both pessimism and optimism—pessimism that so many lapses in good

guidance have occurred; optimism that something can be done about it.

The core of educational guidance, which is treated intensively in this book, consists of three essentials: (1) knowing the individual, (2) knowing educational opportunities, and (3) helping the individual make appropriate choices through group work and counseling. Radiating out from these essentials are many conditions in the school, in the community, in the world, that make effective educational guidance possible. Every member of the staff may share in the process. One person, however, should coordinate the services for an individual student.

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Chapter II *Self-Appraisal*

THIS CHAPTER DEALS WITH THE FIRST OF THE three essentials of educational guidance mentioned in the previous chapter, namely, understanding of the individual. It is purposely headed "Self-Appraisal," because this is the end result desired. The counselor uses tests and other means of studying the individual in order to help each student eventually get an accurate picture of his most acceptable self.

Of central importance in this picture of himself is the student's ability to learn. Work that is beyond his mental ability leads to failure, dissatisfaction with school, truancy, or withdrawal from school altogether. If he selects a school or college whose student body is far superior to him in scholastic aptitude, his feelings of inferiority are likely to be intensified. On the other hand, if he takes courses that do not challenge his best effort or lead to suitable further education, he fails to realize his potentialities, with subsequent dissatisfaction to himself and loss to society.

Understanding of the student may be obtained in a number of ways, ranging from the most informal to the most systematic and technical: observation of the student in class, evaluation of his daily assignments, analysis of his errors in written and oral work, results of teacher-made tests, results of standardized tests, personal interviews, and case study.

OBSERVATION OF STUDENT IN CLASS

No better way of studying learning ability has been found than that of watching how a person learns under natural conditions. The astute teacher's observation of a student's work, day in and day out, is the best single means of appraisal. Students show their mental alertness by the questions they ask; by the accuracy, completeness, and relevancy of their answers; by their quickness to put two and two together; by the range and precision of their vocabulary; and by their ability to "catch on" quickly with only a brief explanation. Some students may express their intelligence in creative work—art, music, the dance, handicrafts, or machine shop work. High intelligence is indicated by a vocabulary superior to his age group, by good memory, by quickness to see relevant relationships, and by interest in ideas.

If the teacher has time to sit beside a student while he thinks aloud when working an arithmetic problem, he will frequently discover clumsy methods and reasons for errors. If he stops to analyze the process the student has just used in reading a passage, he will get clues to more effective reading. Thus he will gain insight into how the student learns.

The student's satisfaction as well as his successes in each subject should be noted. A student's attitude toward a subject or certain parts of a subject are frequently openly expressed. The more reticent individual, in a personal interview, may talk freely about his likes and dislikes. These expressions of satisfaction or dissatisfaction have vocational implications. For example, special ability and interest in English may suggest a career in journalism, free-lance writing, advertising, publishing, or teaching. Success and satisfaction in the social sciences may lead into public service, industrial management, law, or politics. Facility in foreign languages may lead to teaching, special secretarial positions, importing, or foreign service. Proficiency in

chemistry and biology may lead to careers in medicine, dentistry, nursing, bacteriology, public health work. Success in mathematics and physics is favorable to success in engineering.

EVALUATION AND ANALYSIS OF WRITTEN ASSIGNMENTS

The teacher's impression of a student's mental ability can be checked with his written work. It is not difficult for a teacher to note those students who do their daily assignments with ease and accuracy and set for themselves additional tasks; those who seem capable but do not do satisfactory work; those who try hard and spend a great deal of time but still hand in unsatisfactory work.

Analysis of the errors students make in written work is essential to effective instruction, and consequently to the prevention of failure. A knowledge of where the student goes wrong in solving algebra problems, in studying history, literature, or science, or in writing compositions, enables the teacher to improve his instruction along these lines for the benefit of individuals or the class as a whole. Positive achievement, of course, should also be noted. To "accentuate the positive" gives the student satisfaction and a sense of progress. Providing these conditions in the classroom would save hours of time now spent in interviewing individual students who have failed in one or more subjects.

TEACHER-MADE TESTS

Tests made by teachers are also useful in the appraisal of students' learning ability. It is easy for a teacher to give a reading test based on a fairly long passage taken from one of the books the student is expected to use.[1] The student first answers the question, "What did the author say?" Or he may make his

[1] For an example of an informal test in science, see Ruth Strang, *Science Education*, XXIX, 72–77 (March, 1945).

usual kind of notes on the passage read. Then he may be given objective-type questions testing his ability to comprehend the main points and significant details, to draw inferences and conclusions, and to understand the key words in the passage. From an exercise of this kind, teacher and student will gain a wealth of information about the student's ability to get the meaning of books and articles. Wide differences in rate and adequacy of comprehension will be revealed within any class. Some students will emerge from their reading of the passage with a vague generalization or a few unrelated, inaccurate details, while others will be able to give a comprehensive, unified, creative account of what they have read. Some who are able to select the correct responses from the alternative answers given will make a much poorer creative response. Ability to read the textbooks and reference books in each subject and to communicate their meaning to others in a clear, coherent way is essential to success in high school and college. These informal tests help a teacher to ascertain quickly a student's ability to "read and be right." They also show the student, in a concrete way, methods by which he can improve his reading and study efficiency.

STANDARDIZED TESTS

Standardized tests supplement and serve as a check on the alert teacher's daily informal appraisal of a student's learning ability. Such a check is especially necessary where classes are large, contacts with students are meager, teachers' marks are subjective and possibly biased, and where there is small chance for interchange of impressions among teachers.

A number of standardized tests have proved helpful in giving the counselor, and eventually the student, a more complete understanding of the individual than would be possible through observation and interviews alone. They permit the study of the individual's performance in various standardized situations. Thus the "halo effect" that frequently influence a teacher's or

counselor's judgment is corrected, and unrecognized abilities, achievements, and limitations may be brought to light.

The results of tests have even more value to the student. They give him an objective picture of certain of his abilities and interests. When he sees for himself how easily and successfully he can perform certain tasks that are difficult for others of his age or grade, his self-confidence increases. On the other hand, the observation of his poor performance or failure may stimulate him to improve, if possible, or to consider other fields of work or study. In the case of handicapped persons, success on certain tests, however slight, tends to direct their attention to positive qualities on which they can build. Thus, if skillfully used, tests may play an important role in building a student's self-confidence, in raising his general morale, in encouraging him to take an objective attitude toward himself, and in helping him to make appropriate plans. Scholastic aptitude tests are related to success in college. Further, they help the student to decide whether to go to college, and, if so, which college to choose. A few of the tests widely used for these purposes will be briefly described.

Scholastic Aptitude. First, and especially helpful, is a check on a student's scholastic aptitude, or intelligence. It is useful to ascertain with what speed and facility a student is able to see relationships among common verbal symbols, to perform comparatively simple number operations, and to adapt himself to a variety of mental tasks. It is useful to see what vocabulary knowledge and information a student has picked up from his environment. Most of the standardized intelligence tests sample an individual's ability to select the right response from among several. However, the objective, ready-made-answer-type of test does not measure the ability to *originate* a correct response. This creative kind of mental ability may be observed in any classroom, and is being measured to some extent by the Rorschach and other projective technics.

A quick and inexpensive way to check on the mental alert-

ness of a class in grades nine to sixteen is to give the *Otis Quick-Scoring Mental Ability Test.*[2] As its name implies, it is quick and easy to score and requires only thirty minutes of testing time. Its scores tend to run somewhat lower than those of the individual Binet test.

The *Kuhlman-Anderson Intelligence Tests*[3] cover a wide age range from the beginning of elementary school to the end of high school. They are more adequate than the shorter Otis test and give the person who is poor in reading a better chance to demonstrate his mental ability. They are, however, much more difficult and time consuming to give and to score.

The *American Council on Education Psychological Examination for College Freshmen,*[4] with an hour's testing time, has the advantage of yielding a quantitative, or *Q* score, and a linguistic, or *L* score. Its value is in appraising the scholastic aptitude of high school seniors or graduates and college students, with special reference to the requirements of college. The linguistic scores correlate higher with scholarship in liberal arts colleges; the quantitative tests are more significantly related to success in the scientific or technical curricula. Other widely used tests of intelligence are listed in Appendix A.

For a more adequate appraisal, an individual intelligence test is preferable. The *Revised Stanford-Binet Scale*[5] is most appropriate for children from three to fourteen years of age and takes about one and a half hours, on the average, to administer. The *Wechsler-Bellevue Intelligence Test*[6] takes about one hour to give, and is designed to measure the mental ability of adults sixteen to sixty years of age and of adolescents ten to sixteen years of age. With adults thirty years of age or older, the

[2] World Book Company, Yonkers-on-Hudson, New York Levels: Alpha, grades 1A–4; Beta, 4–9; Gamma, 9–16.

[3] Educational Test Bureau, Minneapolis, Minnesota Levels: grades 1B, 1A, 2, 3, 4, 5, 6, 7–8, 9–12.

[4] American Council on Education, 744 Jackson Place, Washington, D. C. There is also a form for high school students.

[5] Houghton Mifflin Company, Boston

[6] Psychological Corporation, New York.

Wechsler-Bellevue I.Q.'s tend to be higher than the Binet I.Q.'s for the same individuals. Both of the tests should be administered and interpreted by well-trained psychologists. A great deal is learned through observation in the test situation about the individual's use of words, conversational ability, idea of himself, attitudes toward others, reaction to difficulty, emotional response, and mannerisms.

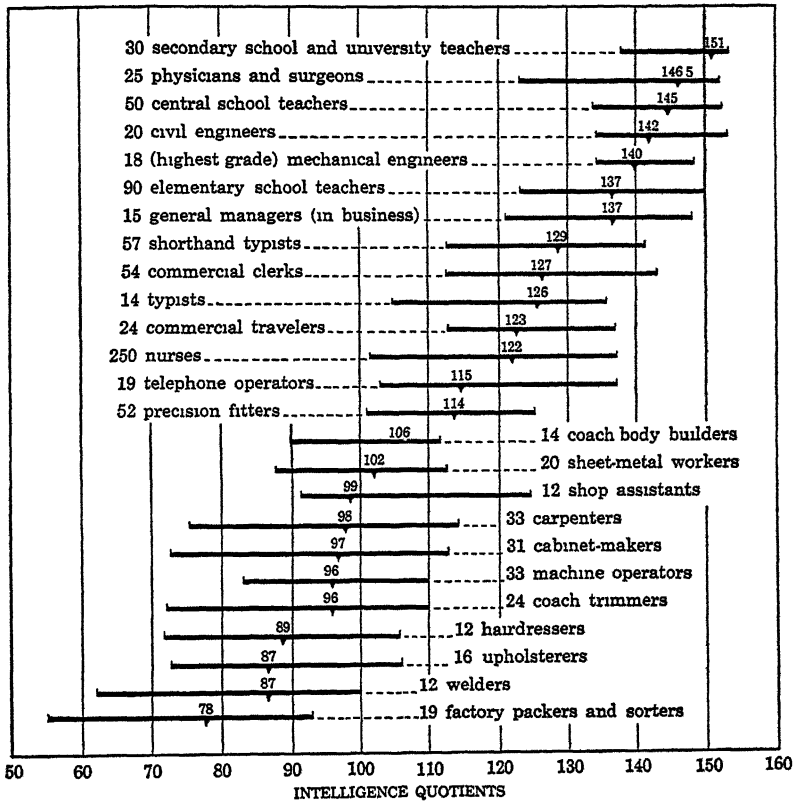
In interpreting the I.Q., mental age, or percentile rank in intelligence,[7] the counselor should:

1. Consider the I.Q. of an individual with reference to the average of his group. For example, an individual with an I.Q. of 100 would have different educational problems in a private school where the average I.Q. was 120 than in a public school where the average was 104.
2. Think of the I.Q., not as a single figure, but as a region with somewhat uncertain boundaries.
3. Remember that there is a wide range of intelligence represented in every occupation, and that educational choices are often made with reference to chosen vocational fields. Each person has dozens of vocational potentialities. That certain intelligence levels are not exclusively identified with certain vocations is evident in figure 1 on page 33.
4. Realize that intelligence tests reveal only one kind of mental functioning and a still more limited aspect of the total personality which "is scarcely as important, for most purposes, as character traits, attitudes, and interests." Intelligence tests do not tell all. They should be interpreted in the light of all the other information available about the student.

Intelligence test results may be inaccurate. There is a possibility of serious error in individual cases. Accordingly, no important decision should be based on the results of a single intelligence test score.

[7] P. E. Vernon, "How to Use the I Q in Counseling," *Journal of the National Association of Deans of Women*, IV, 18–24 (October, 1940).

FIG. 1. INTELLIGENCE LEVELS IN VARIOUS OCCUPATIONS[8]



Reproduced from *The Training and Teaching of Adult Workers* by Philip E Vernon, with permission of the publisher, University of London Press

This chart shows that the average level of intelligence, as measured by tests, is higher among teachers and surgeons than among welders and packers, and that each occupation has its characteristic range of intelligence. But there is much overlapping. For example, some clerks are higher than some teachers. Intelligence only gives a rough indication of the sort of job for which an adult is suited.

[8] Philip E. Vernon, *The Training and Teaching of Adult Workers* (London: University of London Press, Ltd.) p 9. Quoted by permission of the publisher.

Intelligence tests are not free from the influence of environment. An individual's need to think and to adapt himself to new conditions is reflected in his functioning intelligence. Other things being equal, the person in an intellectually stimulating environment tends to give evidence of higher and broader mental ability than the person who has had little incentive to use his mind. Extreme differences in schooling also enter into the results of intelligence tests, especially the group tests. It has been found that the canalboat children in England and the Hollow Folk in this country, in their educationally meager environments, become relatively less intelligent as they grow older. From ordinary environments, however, the intelligent individuals may be expected to extract more value than the less intelligent, provided emotional or other barriers do not interfere with their mental functioning.

Properly used, with adequate consideration of the conditions that may be influencing their results, intelligence tests are a valuable resource in educational guidance. They frequently indicate students who are not using their mental ability—who are not working to capacity. On the other hand, the tests may rescue other students from impossible requirements. Teachers' and counselors' judgments are not infallible. Evidence is needed of the student's ability to do a wider variety of standardized mental tasks than are required in the ordinary classroom.

Reading Ability. Intelligent reading is another important manifestation of general intelligence. Certain aspects of this ability are measured by standardized reading tests. Two widely used tests in the junior and senior high school are the *Iowa Silent Reading Test* [9] and the *Traxler Reading Tests.*[10] For college students the Advanced Form of the *Iowa Silent Reading Test* and the *Nelson-Denny Reading Test* [11] are useful. The

[9] World Book Company, Yonkers-on-Hudson, New York Levels: elementary form, grades 4–8; advanced form, high school and college.

[10] Public School Publishing Company, Bloomington, Illinois. Levels: grades 7–10, 10–12.

[11] Houghton Mifflin Company, Boston.

Cooperative Reading Comprehension Tests,[12] C1 for junior and senior high school, and C2 for upper high school and college, take about forty minutes to give and attempt to measure the interpretation of meaning more fully than other reading tests. The *Van Wagenen-Dvorak Diagnostic Examination of Silent Reading Abilities,*[13] which takes about two hours to administer, is perhaps the most diagnostic of the present reading tests.

Some diagnostic value can be extracted from each of the tests, in addition to an estimate of the general level of the kind of reading ability the test measures. Thus the person doing educational guidance is able to ascertain whether poor reading ability is a possible cause of the student's poor school achievement. He can also obtain some clues as to the kinds of reading difficulty involved. Students' responses and patterns of responses on standardized tests can be studied for their dynamic implications.

Achievement in Other Subjects. Information of diagnostic value about a student's achievement in school subjects may be obtained by means of a battery of tests. The *Cooperative General Achievement Test,*[14] which takes about two hours to administer, surveys high school graduates' ability to select facts in the major subject matter fields. The individual subject tests of The Cooperative Test Service more adequately measure achievement in each separate field. The *General Educational Development Battery*[15] has been widely used in determining the grade placement of veterans who want to continue their education after the war. The time allowed for each of the four tests is two hours. This battery includes tests of (1) correctness

[12] Cooperative Test Service, 12 Amsterdam Avenue, New York Level: grades 7–12

[13] Educational Test Bureau, Minneapolis, Minnesota. Levels grades 4–5, 6–9, and 10–12

[14] Cooperative Test Service, New York

[15] See *The United States Armed Forces Institute Tests of General Educational Development, Examiner's Manual,* and *Guide to the Evaluation of Educational Experiences in the Armed Services* by George R Tuttle and J Thomas Hastings (Washington 6, D. C · Cooperative Study of Training and Experience in the Armed Service, American Council on Education, 1944)

and effectiveness of expression, (2) interpretation of reading material in the social sciences, (3) interpretation of reading material in the natural sciences, and (4) interpretation of literary materials. The individual results may be compared with average scores made by a country-wide sampling of high school graduates, or with the average scores of the high school or college which the individual wishes to enter. The assumption underlying the test is that a man who has had service in the Army, Navy, Marine Corps, or Coast Guard, has profited considerably by his experience in the service, and has developed competence in certain broad fields of learning, which may duplicate in many instances the material covered in high school courses.

Variations in an individual's test results in different subjects lead the teacher or counselor to ask "why." Why is the student so low in a certain subject? Is it because the subject is too abstract for him to grasp? Has he neglected to study it? Is he handicapped by poor previous education? Does he feel no need to learn the subject? These and other questions occur to the guidance-minded person who studies the results of any testing program.

Mechanical and Other Aptitudes. The intelligence and achievement tests mentioned deal with ideas. They indicate to some extent the possibility of school success and are also related to vocational success. In some cases, however, it is important to know more about the individual's mechanical aptitudes. The *Test of Mechanical Comprehension* [16] by Bennett and Fry was designed to detect the presence of mechanical aptitude of a high order. It is a paper-and-pencil test and does not test mechanical performance or manual dexterity, or prove that an individual is suited for work in mechanical fields. It is for high school boys and adults, and usually requires not more than thirty minutes of testing time.

[16] Psychological Corporation, 522 Fifth Avenue, New York

For gaining insight into mechanical performance, the trained counselor sometimes gives a finger dexterity or mechanical assembly test. Although none of these tests has sufficient relation to actual output in mechanical work to determine an individual's choice of work, observation of the examinee's way of tackling the problem and his emotional reactions in the testing situation often supply valuable information about him.

In individual cases other tests may throw light on aptitudes in specific fields, such as the *Seashore Measures of Musical Talent,*[17] the *Minnesota Vocational Test for Clerical Workers,*[18] and *Pre-Engineering Inventory.*[19]

Interests. Occasionally, a systematic consideration of the student's interests is useful. For this purpose an interest inventory such as the *Kuder Preference Record*[20] may be used. It has no time limit, but usually takes about an hour to fill out. It is a blank in which the person indicates his preference with respect to a variety of activities. His profile of interests is compared with those of persons in twenty-six occupations. Devices of this kind tell nothing about a person's ability in any field of work. At best, they merely show the correspondence between the student's preferences and those indicated by mature workers. Moreover, each of the career designations, such as *lawyer* or *clerk,* is applied to workers with the most diverse interests and abilities. The complexity and uniqueness of each individual and the variability of requirements in most kinds of work make any simple application of test results impossible.

Cautious Use of Tests in Educational Guidance. If the teacher or counselor uses tests, he always considers their results in conjunction with all the other information he has about the individual. For example, a senior may have to choose between a class in English and a class in typewriting. If his record of

[17] R C A. Manufacturing Company Inc, Camden, New Jersey
[18] Psychological Corporation, 522 Fifth Ave, New York.
[19] Measurement and Guidance Project in Engineering Education, New York.
[20] Science Research Associates, 1700 Prairie Avenue, Chicago

achievement is low, but shows improvement during the high school years as judged by teachers' observations and tests, and if he is planning to go to college, he would probably be wise to choose English. If, however, his record shows high achievement in the kind of work offered in the special English class and if he will need to earn money to pay his college tuition, the year of typewriting might do more for him than the extra English.

Teachers may also use the results of tests in helping students to progress in their chosen program. By adapting instruction to the needs of individual students they help to prevent failure. A low score in a test of the mechanics of English expression or in paragraph comprehension may remind the teacher that a student needs special help along these lines. A high score on tests of the mechanics of correct writing may warn the teacher that this student should be excused from unnecessary drill and allowed to devote his time to reading, advanced writing, or other creative work.

The question has been raised as to whether standardized tests tell any more about a student than a teacher could learn in the classroom. They tell somewhat different things. It would be an exceptional teacher who would not profit by the use of test results as a check on his own standards of student success and on his impressions of the student. In cases in which the test results do not seem adequately to represent the individual's intelligence and achievement, the teacher or counselor may reject them or use them in a qualitative way. It is likely that a new type of test that requires the exercise of intelligence and creative ability may soon move into the classroom and eventually occupy an important place as part of good teaching procedure.

In the past some counselors have put too much reliance on test results; too little on the student's resources for understanding himself. Test results should be used only as one of many considerations, along with information about interests, capacities, experiences, goals, and proficiencies gained from observation and interviews.

INTERVIEWS

In the sphere of social and emotional development, observation and the interview clearly hold first place. The way other persons respond to an individual tells a great deal about his social ability. In a personal interview the student's attitude toward school, toward himself, and toward other persons is revealed to him and to the counselor. Consider his purpose in going to college, for example. Many students have no intellectual motive for going to school after they have reached the compulsory education age. "It satisfies intellectual curiosity" is seldom their real reason for going to college. Many who attended college gave the following reasons for doing so:

"It's the thing to do."

"It gives prestige."

"It helps one get a job, especially a white-collar job."

"It leads to better pay later."

"It's an advantage parents want their children to have."

"It helps one to make friends and meet a future wife or husband."

"It satisfies the desire to belong to a certain group." The teacher should recognize these actual feelings of their students and not assume that the love of learning has brought them to college.

The greatest value of the interview lies in the opportunity it offers the individual to clarify his thoughts and feelings about himself, to consider relationships in his life and what they mean to him, and to bring into the open conflicts as to what he wants to do and be or conflicts between what he wants and what his parents or relatives want. Thus, through the process of thinking, feeling, and talking it out, his appraisal of himself becomes more accurate; his goals and values more unified and realizable.

Some persons are interview-shy; they are better stimulated to make a self-appraisal by answering questions or writing an auto-

biography than by talking For example, a senior in high school said at the end of his autobiography, "I still don't know exactly what I want to do, but writing this has helped me to know myself better, and I think by the close of the semester, I will be able to make an intelligent decision." [21] Insight into students' needs for educational guidance may also be obtained from their answers to questionnaires including such questions as: What do you plan to do when you leave high school? Why did you make this choice? What do you know about the school or the work? Who helped you?

The interview, like tests, should not be used in isolation. The counselor needs supplementary information in order to help the student determine whether his self-appraisal is realistic and realizable. Many a student has underestimated his mental ability, confused a temporary whim with a deep-seated interest, or accepted as unalterable conditions that could be changed. For this reason, various counseling technics are appropriate and necessary in the individual case.

CUMULATIVE RECORDS AND CASE STUDIES

Information collected from these sources may best be filed in a cumulative record folder and synthesized in a case study. If this background for understanding the individual can be obtained prior to the interview, the interviewer can devote his attention to listening to and feeling with the individual, reflecting the significant points he makes, following up the clues he gives, and interpreting his feelings, as he shows readiness for interpretation. The interviewee, on his part, must accept responsibility for the counseling process. He must not feel that by supplying information about himself, he has shifted to the counselor the burden of finding a way out.

The understanding of an individual student that may be

[21] Forrest E Hewitt, "Guidance Through Self-Appraisal," *Educational and Psychological Measurement*, IV, 248–249 (Autumn, 1944)

accumulated over a period of years in a school system having excellent records is illustrated by the following cases. It is in this dynamic, descriptive form that accumulated facts and impressions about a student are most useful for guidance purposes.

BETTY M.

Betty is a beautiful seventeen-year-old high school senior. She is the younger of two daughters Her father is a professional man whom she describes as "intellectually honest, bad tempered, but sympathetic." She characterizes her mother as "an extrovert, altruistic, quick but not deep." Her sister is majoring in literature Betty would like to become a literary critic or editor. Her environment is rich in cultural opportunities.

An estimate of her scholastic aptitude based on the results of several intelligence tests, including the individual Binet, administered, scored, and interpreted by an expert psychologist, is around 138 I.Q., which is fifteen points above the median of her class. Her score on the Iowa Silent Reading Test, taken in the tenth grade, was four years above the norms for her age Her scores on the *Cooperative English Test,*[22] *Inglis Test of English Vocabulary,*[23] and *American Council on Education French Reading Test*[22] were correspondingly high.

Betty went through elementary school with an excellent record. Teachers spoke of her as a dynamic personality, a persistent worker, somewhat inclined to dominate others.

In high school her grades have all been A and B, very good grades in that school. She excels in the language arts and the social sciences. Her rank in a class of forty in the junior year was twelfth from the top.

In addition to her high academic achievement, she is an accomplished musician. She is also on the staff of the school magazine.

Her interest questionnaires[24] indicate preferences for the same subjects as do her marks. She feels inadequate in writing stories or poems and thinks her literary talent is that of a critic. She prefers boys to girls, characterizing the latter as "catty and competitive."

Two outstanding women's colleges were ready to accept her, with-

[22] Cooperative Test Service, New York.

[23] Ginn and Company, Boston.

[24] *Hildreth Personality and Interest Inventory* Elementary and High School Forms (New York: Teachers College, Columbia University, 1936).

out any additional examinations, on the basis of her high school record and tests. She has chosen one of them—not the one which her sister attends, because she does not want to compete with her sister whom she thinks superior to her in writing ability. She has made sure that her chosen college offers the opportunity to study literary criticism, dramatics, and music

Her summer plans include seeking an opportunity to gain experience as an apprentice to a music and dramatic critic. She has expressed interest in reading Lorine Pruette's *Working with Words* [25] to glimpse the range of careers possible to persons with her interests and abilities.

HENRY W.

Henry is a seventeen-year-old boy in the senior year of high school. He has one sister, younger than he His father is a minister whom he describes as "thoughtful, hardworking, scientifically minded." In conversation, Henry shows his genuine respect for his father. He characterizes his mother as "thoughtful and inclined to worry over financial matters." He thinks he is like his father.

His I.Q. estimate, based on several intelligence tests, including the Binet, is around 105, considerably below the average of his group, which is 123. In reading and English usage, he is about average in the group, but above the average of the country-wide norms for his grade. On the Inglis Vocabulary Test, taken in the twelfth grade, his score corresponded with the twelfth-grade norm of the general school population, but was far below the median of his class.

During the elementary grades he showed limited ability, but marked industry. He "did more than was required of him." Although the work was difficult for him, he never repeated a grade.

His high school grades have been predominantly B's, with one A in French in the ninth grade that fell to a C in the eleventh grade. The rest of his marks were C's. His poorest subject was algebra.

His general scholarship rank is twenty-second in a class of forty. Considering the high academic standards maintained in this school, these marks represent unusual effort and determination.

Apparently he has not attained this academic status without some emotional strain. He describes himself as "moody." He says, "I worry and get depressed. I felt that way for over a year and I

[25] Lorine Pruette, *Working with Words; a Survey of Vocational Opportunities for Young Writers* (New York: Funk and Wagnalls, 1940).

feel that way again. I go to a party and during the evening I think I'm not going over very big. I waken the next morning and say to myself, 'You didn't go over, did you?' I'll take tests or do anything, but I want to get over this feeling." He is unable to find any definite cause for his worry, except, perhaps, his personal appearance. His anxiety about school work comes out in remarks such as: "I kick myself for not having studied for a test when I could get a good mark, and don't." "I had a very bad mark on an important test."

He has no choice of college, the college he is to attend is determined by his family's connections. It is a college with high academic standards in which the boy will be subjected to academic pressures at least as great as those that he has experienced throughout elementary and high school The college is part of a university where many practical courses are offered. It will be possible for him to take two years of general education and then begin to specialize in a suitable vocational field.

He has had a fine character record throughout school. His teachers have observed that he works well with people. He has a fine physique and musical ability. His expressed interest is in mechanical things and sports. The possibility of a vocation in the field of physical education, Y.M.C.A., scouting, or boys' club work has been suggested to the boy and his father. Both are interested in these vocational possibilities, which they had not thought of before.

These two cases, both from a school with high academic standards and an intellectually superior student body, illustrate the need for an understanding of the student as a basis for sound educational and vocational guidance. The girl needed little educational guidance, for she herself had arrived at a good appraisal of her ability and a clarification of her interests. Her choice of college was excellent; it was based on an understanding of the college's offerings in her fields of interest, an appreciation that its scholarship standards were similar to those in the high school where she had been happy and successful, and a realization of the undesirability of going to the same college as her sister, who seemed to be more gifted than she in writing.

The boy, on the other hand, needed guidance. During his high school years he had been under considerable strain and pressure, trying to meet the standards held up for him by his

parents and by the school. From the standpoint of academic achievement he had succeeded remarkably well, but there was evidence of emotional strain in his general feeling of anxiety and depression. Whether he could safely continue to maintain similar standards in college work that ran counter to his real vocational interests was a serious question. Fortunately, the father wanted to do what was best for his son and was open-minded in considering other vocational fields.

In these two cases the following kinds of information were accumulated in a folder for each student:

Family background: brothers and sisters, parents' occupation, general economic status, cultural opportunities.

Attitudes of members of family to the individual and toward his education.

Personal appearance and health.

Goals and purposes.

Scholastic aptitude indicated by performance in school and by the results of several tests administered by a trained psychologist.

Achievement in reading, vocabulary, and other subjects.

Special accomplishments as in music or art.

Personality and work habits as observed by teachers over a period of years.

Interests as expressed in questionnaires and as indicated by preferences for certain subjects.

Choice of college or other educational opportunity.

Summer plans and experiences.

Vocational interests and plans.

Periodically each student's cumulative folder should be studied, relationships noted, and implications for educational guidance discussed with the student and his parents.

Even a far less comprehensive study of individuals than that described here would indicate many pupils who could profit by higher education but are not planning to go to college or technical school, as well as many who are planning to go to

college but are not likely to succeed there. However, the chief value of study of the individual leading to accurate self-appraisal is that it enables the student to understand himself and plan to use the resources in himself and his environment for his own best development and in the service of society.

High school boys and girls need the conviction that everyone has assets and that everyone is worth investing in; that democracy depends upon individual development employed for social purposes; and that appraising one's potentialities is the first step in the lifetime process of developing them.

CONCLUDING STATEMENT

Self-appraisal is the result achieved by an individual with all the aid available from teachers and counselors. By understanding him better, they can help him to understand himself. They will use a variety of technics, each one revealing a slightly different aspect of his personality, of his general education, special training, and vocational and avocational interests and experience. There is no quick method of appraisal. The more complete and accurate the picture of the social, economic, physical, and mental factors, the more clearly are suitable educational opportunities indicated. It is necessary also to look beyond the individual; for his welfare may be determined by circumstances in his family, in his local community, or in society. In the next chapter suggestions for finding and using sources of information about training courses, schools, and colleges will be given.

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See also bibliography on page 105.

Chapter III *Educational Opportunities*

ALONG WITH SELF-KNOWLEGE SHOULD GO AN understanding of educational opportunities. In order to give effective educational guidance to all students, counselors need accurate information concerning the diverse educational offerings in high schools and colleges, schools of nursing and other special colleges, trade and vocational schools, apprenticeship and other forms of training in business and industry. For each of these educational opportunities they should know the subjects required for graduation or certification, the contribution of each subject to vocations and avocations, entrance requirements, scholarships and fellowships available. They should also be informed concerning efficient reading and study methods. This information should be in readable form, easily available to those who need it.

Responsibility for supplying this information may be assumed by different persons: the guidance specialist; the librarian; a faculty, student, or parent committee; individual members of the faculty who are interested in a special aspect of the educational guidance; or, sometimes, a community agency. Faculty advisers cannot be expected to find time to search for these necessary facts.

In this chapter will be presented sources of information about

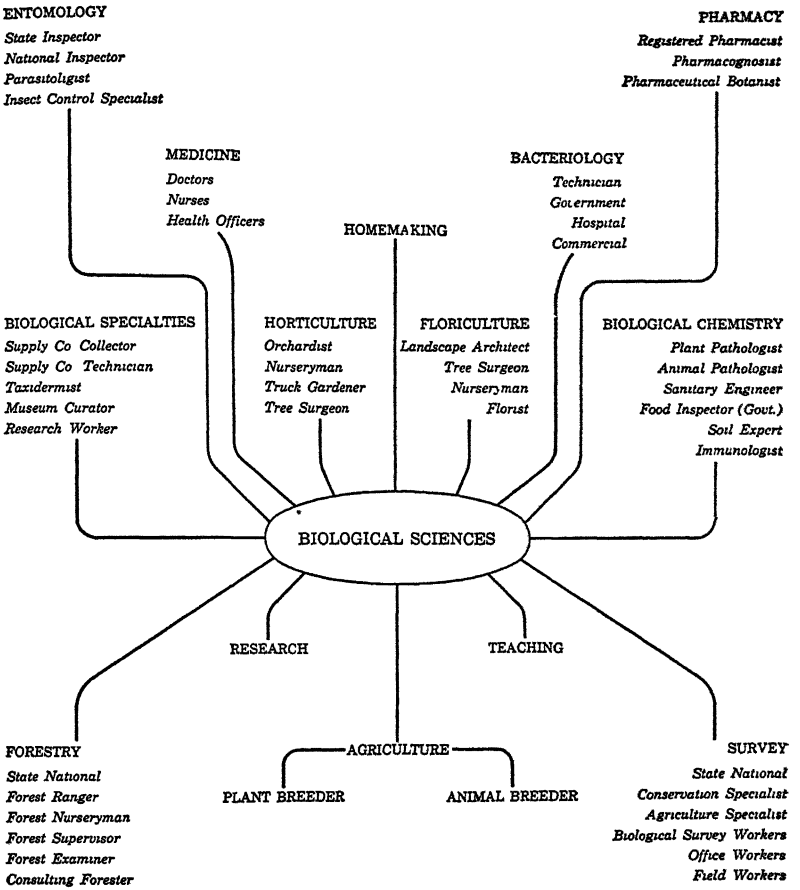
a wide variety of educational opportunities and ways in which the information may be collected, filed, and imparted to students who are leaving school before graduating, to those who are planning to graduate but not go to college, and to those who are going to college. The person who views educational guidance broadly should also have a background knowledge of trends with respect to college admission.

HIGH SCHOOL OFFERINGS

In order to plan their high school programs, pupils need to know what courses the high schools in their vicinity offer. This information may be in the form of a bare statement of the different curricula and the sequence of courses under each required for graduation. New York City, for example, has prepared a leaflet that lists all the high schools in the city and the curricula offered by each high school. The George Washington High School in the same city publishes a more appealing little folder entitled "A Message to You and to Your Parents." The first page describes the physical plant and adds a few words about the traditions of the school. The next page directs the student's attention to his future vocation with such questions as "Have you a special interest in science? Do you want to be a Chemist, Pharmacist, Botanist, Bacteriologist, Research Assistant? See *Science,* page 6." The next five pages describe briefly each of the major fields. On the seventh page reference is made to the advisory and guidance service, honor classes, clubs and teams, requirements and scholarships for college. The last page gives requirements for graduation. All of this information is given attractively on a folded sheet not much larger than a piece of typewriting paper.

Still more useful for educational guidance purposes is a booklet like the 217-page bulletin of the Shorewood High School, Wisconsin. This bulletin, written by faculty members and students in each department, first describes the curriculum as a

FIG. 2. BIOLOGICAL SCIENCES AND RELATED VOCATIONS AND AVOCATIONS[1]



whole, the guidance service, and student activity program; then introduces the student to the subject matter fields in a way that helps him see whether each subject has meaning, use, and purpose for him.

Unique in another way are the Guidance Charts, published

[1] *The Champaign Guidance Charts* (Champaign, Illinois: Faculty of Champaign Senior High School, 1939) quoted by permission.

in 1939 by the Faculty of Champaign Senior High School, Champaign, Illinois. Each page presents in the center circle a high school subject from which radiate related vocations and avocations. For example, the biological sciences are pictured on the previous page. The Philadelphia schools have prepared a less technical chart that is still more useful for high school pupils.

Much more knowledge of educational and vocational sequences is needed. This kind of information can be best obtained from follow-up studies. For example, a follow-up of elementary school pupils would show what levels of mental ability and of achievement in elementary school lead to success in different high school courses. Similarly, a study of high school graduates would indicate the relation between high school and college achievement. Exceptions to general tendencies should be studied with a view to ascertaining conditions affecting school success, broadly defined.

SPECIAL SCHOOLS

Occasionally a pupil is so retarded mentally or so disturbed emotionally that a special school seems to be the only solution. The United States Office of Education has prepared a list of special schools that serve the needs of handicapped children.[2] The Woods' Schools, Langhorne, Pennsylvania, are among the best-known of the special private schools. The Anderson School, Staatsburg-on-Hudson, New York, is another well-known private school. The Vineland Training School, Vineland, New Jersey, has a large number of private paying patients as well as its free patients. However, it takes only applicants with I.Q.'s below 50, unless there happens to be room for a few with higher I.Q.'s.

It is difficult for the school counselor to keep in touch with

[2] U. S Office of Education, *Residential Schools for Handicapped Children.* Bulletin 1939, No. 9 (Washington, D. C: U S Government Printing Office, 1939).

these special schools and to be familiar with their requirements and the quality of their instruction. Sometimes counselors have raised the hopes of parents by describing certain schools only to find that the cost is prohibitive, the child not eligible for admission, or the waiting list discouragingly long. In some cities there are educational consultants, who charge a consultation fee and keep informed about special schools. For example, Miss Jane Griffin, 30 East 55th Street, New York, is an educational counselor who offers suggestions on the basis of a case study of the individual child referred to her by parents or by school administrators and guidance workers. She receives no fees from the schools and keeps in touch with secondary schools and colleges as well as with special schools. Mrs. Ethel Bebb, of the McCall Corporation, 230 Park Avenue, New York, likewise is a helpful source of information.

COLLEGE OFFERINGS

Sources of Essential Facts about Colleges. The source of information to which one naturally turns first is the catalogues of the colleges in which one is interested. Many of these might serve as a test of persistence in reading baffling material. Nevertheless, they do furnish information about requirements for admission, courses offered, costs, and other necessary details.

Summaries of essential information about a number of institutions of higher learning are useful to students in making a preliminary survey of opportunities available to them. For example, New York supplies in convenient form information on subject requirements for matriculation in the junior colleges, colleges, and universities of New York State.[3] For each institution the number of units in required and elective subjects is definitely stated and additional explanatory notes are added, when necessary. (See Appendix B for books presenting sum-

[3] *Subject Requirements for Matriculation in Colleges and Universities of New York State* University of the State of New York Bulletin No. 1156 (Albany: The University of the State of New York Press, 1939).

maries of information on secondary schools, vocational schools, colleges, and universities)

In addition to their regular catalogues, institutions of higher learning frequently publish attractive bulletins presenting college life in its most favorable light. Some of these consist primarily of pictures of the most appealing features of the college. Others take the reader on a tour in which he glimpses curricular and extraclass activities. One begins with the student's arrival, suitcase in hand, and follows her through the activities of the four years of college until she appears at graduation and, in the placement office, looks out into the wide, wide world.

One kind of information that is not supplied in college catalogues or bulletins, yet is very important in choosing a college, concerns the intellectual level of the student body (see Appendix D). This varies enormously among institutions all supposedly of college caliber. A number of years ago this valuable information was supplied by the American Council on Education. For example, the report of the 1934 Psychological Examination [4] gave the quartile and median scores of all the colleges that used the Psychological Examination that year. Thus it was easy for a counselor to identify colleges that would meet different needs—the need of a parent who wanted to know about a college to which, as he said, "I can send my stupid daughter"; the need of a very able student who tended to accomplish most when he was stimulated by fellow students of high intelligence. This useful list is no longer published. Instead, the mean scores of the colleges participating in the testing program are published with no identification of individual colleges. This later treatment of the test data gives an excellent picture of the range of ability represented in different colleges—from a gross score mean of 32.55 to one of 129.50 in the 1943 editions [5]—but it deprives

[4] L L Thurstone and Thelma Gwinn Thurstone, "The 1934 Psychological Examination," *Educational Record*, XVI, 226–240 (April, 1935)

[5] L. L. Thurstone and Thelma Gwinn Thurstone, *Psychological Examination for College Freshmen, 1943 Norms*, American Council on Education Studies, Series V, Volume VIII, No 8 (Washington, D. C: American Council on Education, June, 1944).

the high school counselor of most helpful information about individual colleges. The reason for the change in policy is understandable, but it would not carry much weight if institutions of higher learning were really convinced of the value of diversity and of the unique contribution that each institution may make. It is obvious that a high school pupil who could be happily adjusted in a college with an average or mean score of 33 might be quite beyond his intellectual depth in a college where the mean score was 129.

Information about College Courses in Relation to Vocations. Quite different in type is the bulletin designed for the educational and vocational guidance of the college student. For example, a large municipal women's college presents in a 152-page bulletin the courses offered and their contributions to vocational fields. In Part I, vocations are listed under major fields of study—art, biological sciences, business economics, etc. In Part II, the vocations are listed alphabetically, together with the courses offered at the college that are (1) essential for each vocation, (2) desirable or helpful. Suggestions are also given as to advanced study, specific vocations in each field, and ways of entering each vocation. In Part III information is presented about evening and extension courses and vocations in the field of national defense and civil service.

Purdue University has published an attractive bulletin, *Vocational Training for Women at Purdue.*[6] Programs are suggested which lead to thirty vocational fields, including engineering, homemaking, home economics in business, journalism, nursery school teaching, physical therapy, radio work, and teaching. Under each of these fields the following information is given: qualifications, kinds of jobs available, relation to other fields, and specific courses to be taken in each of the four years of college.

Smith College, Oberlin College, the University of North Carolina, and the University of Illinois have prepared charts

[6] Ruth Houghton, "Vocational Training for Women at Purdue," *Purdue News*, XI, 1–72 (November, 1940)

giving in concise form the following kinds of information about each of a number of vocations

VOCATION CHILD CARE

ACADEMIC REQUIREMENTS AND EXPERIENCE	ADVANCED TRAINING AND EXPERIENCE	DESCRIPTION OF WORK	APPARENT DEMAND	POSITIONS OPEN
Health education, Nutrition, Child psychology and development, Supervised experience in child care	Pediatrics, Psychology, Social work, Medicine, Nursery school, Kindgarten, and Primary education	Responsibility for diet, health, play, habits, and learning of children, preschool or 7–14 years	Child care in homes, Units in connection with industries, camps, and government offices where mothers are employed; Community social and educational agencies; Private and public schools	War created positions, Demand growing

These summaries are a concise, convenient means of surveying the vocational field with reference to college education.

The counselor also needs information about the highly specialized schools, as, for example, those that offer training for the retail field such as:

The Prince School of Retailing in Boston, which trains college graduates for executive positions in retail organizations, mainly for buying and personnel work It also prepares persons for teaching retail subjects in secondary schools and colleges.

The Research Bureau for Retail Training, University of Pittsburgh.

The School of Retailing, New York University.

The Wharton School of Finance and Commerce of the University of Pennsylvania.

The University of Cincinnati, which has five-year courses on the cooperative basis (the student spends part of his time on a job and part in class) both in business administration and in engineering. Some of the courses in the school of Applied Arts are also on the cooperative basis.

Antioch College, which enables the student to spend part of his time on real jobs and part in class.

Many other institutions offer highly specialized kinds of training such as the University of Wisconsin, which has a close relationship with the U. S. Forest Products Laboratory and offers programs of work on forest products and other aspects of rural life.

Excellent information is supplied by professional organizations such as the Nursing Information Bureau of the American Nurses' Association, cooperating with the National League of Nursing Education and the National Organization for Public Health Nursing, 1790 Broadway, New York.

College Entrance Requirements. College admission requirements have not changed much during the past fifty years. Despite the greatly increased diversity of student bodies, only about one fifth of the colleges and universities studied by Hunsinger [7] specify no definite curricular pattern for admission. Units in English, mathematics, social studies, and natural science are still required.

From 1930 on, however, there has been a slight trend toward fewer specified units for college admission.[8] The chart and table on page 56 show that the requirements in English, social science, and natural science remained practically constant from 1930–31 to 1936–37. During the same period some colleges relaxed their three- or four-year requirement for mathematics and foreign languages, but continued to require at least one year of these subjects. In general, the policy of requiring five to fourteen specified units remained fairly constant. As a result of his more recent survey of entrance requirements in 369 colleges, Tomlinson [9] concluded that "the majority of our colleges (60 per cent) have retained the entrance requirements they had in 1932, or have made their requirements even more prescriptive to the secondary schools."

[7] Marjorie Hunsinger, "Curriculum Patterns Required for College Admission," *School and Society*, LVII, 361–364 (March 27, 1943).

[8] "From High School to College," *National Education Research Bulletin*, XVI, 78, Table 7 (March, 1938).

[9] Laurence Elliott Tomlinson, "Entrance Requirements as Related to General Secondary Education," *School and Society*, LXI, 107–108 (February 17, 1945).

FIG. 3. NUMBER OF SPECIFIED UNITS USUALLY REQUIRED FOR ADMISSION IN 1930–31 AND 1936–37 [10]

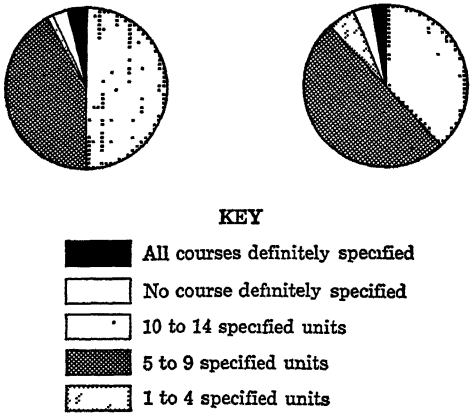


TABLE 1

TREND IN UNIT REQUIREMENTS FOR PROSPECTIVE COLLEGE STUDENTS, 1930–31 TO 1936–37 [11]

SUBJECT FIELD		NUMBER OF COLLEGES REQUIRING CERTAIN COURSES	PER CENT OF THE COLLEGES WITH SOME REQUIREMENT WHICH SPECIFIED 1 UNIT	2 UNITS	3 UNITS	4 UNITS
1		2	3	4	5	6
English	1930–31	361	0.0	1.1	85.9	13 0
	1936–37	371	0 0	0 8	84 6	14.6
Mathematics	1930–31	345	4 1	73.3	22 3	0 3
	1936–37	340	6 8	74 4	18 8	0 0
Social science	1930–31	288	68.1	28 8	3.1	0 0
	1936–37	289	65 4	30 4	4.2	0 0
Natural science	1930–31	211	78.2	19 4	1.9	0.5
	1936–37	211	78 7	18.5	2.8	0.0
Foreign language	1930–31	265	1 5	64 5	10.9	23 4
	1936–37	250	2.0	71 2	9.6	17 2
Vocational subjects and Bible	1930–31	36				
	1936–37	49				

[10] "From High School to College," *op cit*, p 77

[11] *Ibid.*, p. 78. By permission of the National Education Association.

In view of the importance to educational guidance of flexibility in entrance requirements, it is surprising that evidence such as the following has influenced admission requirements so little: A group of superior students admitted to the University of Louisville without having graduated from high school were compared with a matched group, entering at the same time, who had met the traditional unit requirements for admission. The freshman programs of the experimental group and the control group were similar. There were no significant differences in their college achievement. Although the experimental group did not participate as much as the control group in extra-class activities at first, they equaled them in participation by the end of the freshman year. The students who entered college before graduating from high school succeeded in college and expressed a favorable opinion of this plan of admission.[12] In another experiment, at the University of Washington, Stevens [13] found no evidence of a detrimental effect in delayed entrance to college. In fact, the average marks of the students who entered college five to seven years after graduation were higher than the averages of those entering college directly from high school. Similar results may be expected in the case of many able veterans and young people who left school to work in war industries, when they return to college on their own initiative and with the conviction that further education is important for them. The less favorable results reported by Fedder [14] were apparently due to the fact that the group who entered deficient in college entrance requirements were lower in scholastic aptitude and perhaps considered college attendance as temporary.

[12] Lily Detchen, "College Education without High School Graduation," *School Review*, XLVII, 182–191 (March, 1939)

[13] Edwin B. Stevens, *The Relation of High School Experiences to College Life*, p 14. Mimeographed report based on one of the cooperative studies undertaken by the U S. Office of Education (Seattle, Washington University of Washington, October 1, 1937)

[14] D. D. Fedder, "Deficient Entrance Requirements, a Comparative Study of Students at the University of Iowa Deficient in College Entrance Requirements," *Journal of Higher Education*, IX, 93–95 (February, 1938).

Even so, they made as good an average in the first year as did the nondeficient students of similar scholastic aptitude. The Thirty School Experiment[15] demonstrated that candidates admitted on recommendation of the high schools were fully as successful in college as those selected on the basis of tests and credits.

If the results of these experiments were more widely known to teachers and counselors, they could use them as arguments for greater flexibility. So many times their best educational guidance is defeated by rigid requirements. It should be admitted also that some high schools have tended to exaggerate the influence of college requirements on their curriculum. Some administrators, in fact, have used college admission requirements as an alibi for not modifying their curricula to meet the needs of their pupils.

The process of admission to college should be individualized. Each applicant should be considered as a person with potentialities that can be developed in the particular college.

Proposed Flexibility of Admission Requirements. With the educational guidance of his pupils in mind, one principal, Dr. Grant Rahn of Shorewood High School, Wisconsin, has put forward some practical suggestions for the revision of university entrance requirements. He pointed out that high school teachers, who are in close contact with their pupils, know better what educational experiences they need than does the university, whose standardized requirements may impose an inappropriate program on them. He cited, as an example, a boy whose achievement in mathematics has been mediocre and who seems to have little aptitude for the study of foreign languages. His performance in social science and physical science, however, has been creditable. He wants to become a farmer, but is uncertain about going to college. The principal who knows this boy considers the following high school program suitable for him:

[15] Dean Chamberlain, Enid Chamberlain, Neal E Drought, and William E Scott, *Did They Succeed in College?* (New York Harper & Brothers, 1942).

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
1	English	English	English	English
2.	Social studies	Social studies	Social studies	Social studies
3	Manual arts and mechanical drawing	Manual arts and mechanical drawing	Mathematics of everyday life	Commerce
4	Science	Science	Agriculture	Agriculture
5	Physical education	Physical education	Physical education	Physical education

A half-semester course in consumer education and another in family life might profitably be substituted for the course designated as "Commerce." If the quality of his work in these courses should be high, and if the university would accept this pattern of credits rather than insist on the traditional two minors in mathematics, science, or foreign language, this boy might be expected to succeed in a college sequence adapted to his high school preparation. Further, if later in college he should feel the need for mathematics, beginning courses should be available, as they now are in foreign languages.

This proposed flexibility of university requirements has at least three advantages:

1. It enables the pupil to pursue the high school course most suitable for him, with the maximum of success and satisfaction.
2. It prepares him better for life, in the event that he does not go to college.
3. It provides for continuity and good articulation between high school and college programs.

The "advanced guard" is moving toward a more liberal interpretation of the Carnegie unit and is advocating fewer prescribed high school subjects. Some colleges accept any fifteen high school units; a larger number specify nine units or less. Nonacademic subjects such as art, music, shop, home economics, and agriculture are being recognized as acceptable for admission.

Trends in Admission Requirements. Certain other trends in college admission requirements may be briefly tabulated as follows:

1. An increased emphasis on the applicant's present competence and fitness to do college work. One college faculty, when asked by the dean what qualifications they wanted their freshmen to have, said they wanted students who could "read and write and had a purpose."
2. An increased emphasis on personal qualities—purpose, sociability, sensitivity, sense of social responsibility. This trend is indicated by the increasing use in the admission procedures of interviews, rating scales, recommendations and character descriptions, and autobiographies.
3. A tendency to meet the financial need of worthy candidates. Agitation for government and state aid in providing scholarships, and the financing of young veterans who want to complete their college education are important straws that show that the wind is blowing in the direction of a larger amount of subsidized higher education. Many institutions have made it possible for able students to finance their education, partially or wholly, through part-time work and cooperative housing, as well as by means of scholarships, fellowships, and loans The Unit Cost Plan at Rollins College is an experiment in adjusting the cost of college to the student and allocating all income from endowment funds to competent and socially minded students who are unable to pay their share of the Unit Cost.
4. A shift from college entrance examination board examinations to certification by the high school. This trend, however, carries increased responsibility for the high school. Unless the high school has adequate records and effective guidance, errors in recommending candidates will shake the growing confidence of college administrators in the high school's competence.

Barnard's Admission Plan illustrates some of these new trends in requirements. This plan "lays emphasis on the candidate's ability to do college work successfully, rather than on an enumeration of her past studies. The main features of the new system are as follows:

1. The fifteen high school units, no longer rigidly required.
2. "Satisfactory evidence of intellectual ability and preparation."
 a. A good school record, normally including four years of work in English; three years in some foreign language, and two in another foreign language; a year of algebra, and a year of plane geometry; and electives selected from history, science, additional languages, mathematics, music, and art.
 b. Scholastic aptitude test.
 c. Scholastic achievement tests or comprehensive examination, if recommended by the Committee on Admissions.
3. Evidence of "good character, personality, and promise," also of good health.

In choosing the members of its freshman class and also the students from other colleges admitted to higher standing, the College keeps in mind the desirability of having a student body which, though reasonably congenial, will be as far as possible a cross section of the country geographically, economically, socially, and in other ways, so that it will be educationally valuable for the members to know one another and work together.

Although the traditional college preparatory subjects are still emphasized, the new feature is the movement away from rigidity and uniformity toward flexibility and individualization of admission requirements.

Harvard's recently suggested plan[16] represents a middle-of-

[16] Harvard Committee, *General Education in a Free Society.* (Cambridge, Massachusetts, 1945)
Richard M Gummere, "Harvard and the Entering Freshman," *Harvard Educational Review,* XVIII, 27–34 (January, 1945)

the-road point of view that may be widely adopted by other colleges and universities. Eight points of English, history, mathematics, and science are required, but electives are allowed to make up the balance of total high school credits. A foreign language, ancient or modern, is required except in a few schools where the program does not include it. The 1946 admission policy reads as follows:

> The *major* part of a student's program during his secondary school years should consist of *English, foreign language, science, social studies,* and *mathematics* Certain special subjects, such as pre-flight aeronautics, navigation, metal-work, radio, will, however, be accepted as a part of the candidate's school record. Students are expected to show a continuity of at least three years in one field of study, besides a mastery of English The Committee is not primarily interested in the so-called "units" or "credits" but rather in a well-rounded program adapted to the abilities of the individual. It should be emphasized that in selecting students the quality of work is considered more important than the particular program of study. In order to qualify as a candidate for the A B. degree students must pass three years of Latin or two years of Greek in school or obtain an equivalent knowledge of the Classics by courses taken in college. Students who do not qualify for the A B. degree will be candidates for the S B. degree Except for this training in the Classics, the requirements for the two degrees do not differ from one another.

The post-war influx of veterans into colleges and universities, resulting in over-crowding in all but the smaller and more obscure institutions, has tended to raise admission requirements. The easiest way to limit enrollment and to improve the scholastic standing of the college is to select candidates who stand highest on scholastic aptitude and college entrance examination board examinations. In so doing, personal qualities necessary for a peaceful world are likely to be neglected.

The person doing educational guidance should keep in touch with trends in admission requirements Unless he does so, he will not be able to guide pupils adequately in their prepara-

tion for college. In the past, educational guidance has been too narrow; it has neglected the consideration of sensitivity, purpose, and sociability, factors that should be increasingly important in admission to college and in success in college.

Cumulative Records of Information about Colleges. An up-to-date cumulative file of information on the educational institutions, about which pupils in a particular high school should be informed, is essential. In this file there is a folder for each college, in which are placed not only its latest catalogue, but also its other publications; newspaper and magazine articles [17] about it; pertinent comments taken out of letters from former students describing its quality in instruction, its social life, and other details that are not adequately covered in printed sources; reports of visits made by students, parents, or teachers; and any other facts and impressions that may be gathered over a period of time.

Any student may go to this comprehensive file, with one or more colleges in mind, to find the answers to such questions as:

How far away from home is it?
What courses are offered by this college?
What is the quality of instruction?
For what vocations does it prepare?
What kind of a campus has it?
Is it coeducational, denominational, "traditional," or "progressive"?
What kind of social life does it offer in residences and through extraclass activities?
Does it have sororities and fraternities, and what is their importance on the campus and their cost?

[17] Many excellent articles have been published by popular magazines as, for example, "Where Do I Go from Here?" by D Fosdick in the *American Magazine;* "Seven Presidents at Home, Little Journey to our Women's Colleges," by R L. H Eastman in the *Ladies' Home Journal,* the series "Through Seven Campus Gates" in the *Pictorial Review,* "Colleges Here and Abroad," by John Erskine in the *World's Work;* a series in *Life* magazine and in the *New York Times.*

What health services does it provide?
What placement services does it provide?
How much will it cost to go to this college—tuition, fees, board and room, incidental expenses?
What kinds of student financial aid, including government subsidies, scholarships, loans, and opportunities for part-time work are available?
How does its scholastic standards compare with those of the high school and with other colleges?
What assistance is offered in the improvement of reading and study habits?

The information in each folder should be labeled and classified, so that students may find the answers to their questions with the greatest ease.

The cumulative information in this file may be further analyzed to answer such questions as:
What colleges can be attended for less than $500 a year?
What scholarships are offered?
What colleges have especially good courses in art, engineering, home economics, etc?
In what colleges have students with a C, B, or A average in this school made good?

Classified information of this kind in the form of charts or lists saves time for the student who has a definite problem such as "how to get professional training in home economics without spending more than $300 a year." For example, this sort of listing is helpful to a student interested in art:

Colleges and Universities Offering Art Courses

Syracuse University has an excellent art department.
The Art Division of the Tulane University of Louisiana is in Newcomb College which offers a four-year course that includes basic training in the whole field of design.

Philadelphia has a number of very fine art courses at the University of Pennsylvania, Moore Institute, Commercial Art School, LaFrance Art Institute, Pennsylvania Academy of Fine Arts, De-Balaz-Fleischer School of Costume Design, School of Industrial Arts, Tyler School of Fine Arts at Temple University.

University of New Mexico has an unusual art department, featuring primitive and Mexican art exhibits.

Carnegie Institute of Technology at Pittsburgh has a College of Fine Arts and cooperates with the museum.

Cleveland School of Art conducts certain cooperative courses with Western Reserve University.

Yale School of Fine Arts is associated with Yale University.

Skidmore College has a very strong Department of Fine Arts, with students coming from more than twenty states, a few of whom are preparing to teach art.

Bennington College is a liberal arts college offering a major in art with creative possibilities.

Pembroke College accepts credit for certain art courses taken at the Rhode Island School of Design.

Smith and Vassar give historical courses in art and Smith offers sixteen technical courses, including stage designing, etc., with the chief emphasis in the Department of Art on the history and appreciation of art.

There are these different types of offerings in the field of art:

1. A modern college like Bennington or Sarah Lawrence features art as one of its major departments.
2. A large university like Syracuse has affiliated schools of art.
3. Some colleges and universities like the University of New Mexico offer specialized art courses.

Cumulative record folders for each college and summary charts may be kept up to date by different persons or committees; the personnel officer in charge of educational guidance often assumes this task. In many schools and colleges the librarian takes this responsibility as well as that of making accessible other related books and pamphlets. Sometimes the work can be done through cooperative effort. In one high school the collection and classification of information about colleges, universities, and technical schools became a project of the Girls' League; in another school, of the Parents' Association. In the latter case,

committees of parents were responsible for locating and obtaining for the files recent books and articles, and for classifying and filing reports of visits and other information.

An adult community group, such as a committee of the American Association of University Women, might collect information about each college to supplement catalogues and other published material. This might cover:

1. Achievements of the teaching personnel in each department, degree held, distribution of ages on the faculty, and salaries.
2. Role of assistants—what contact do freshmen have with the best teachers?
3. Endowment back of each student, if the college is a private institution.
4. Guidance facilities and how they operate.
5. Ratio of teachers to students, showing the basis for this computation.
6. Courses required in the freshman year, and courses that are optional.
7. Extraclassroom opportunities.
8. Placement facilities and success in placement of graduates of the past two years—percentage placed and salaries.
9. Estimate of annual expense to students, including incidentals as well as minimum costs as stated in catalogues.

At a St. Louis high school, two members of the faculty have jointly investigated the colleges to which St. Louis high school graduates go, and collected information to make available to students. One of the student activities—a college club—keeps information about colleges on the main bulletin board—scholarships offered, data about expenses and courses, illustrative pamphlets sent by the colleges. One faculty member is in charge of a file where all this information is kept. In this particular school a pupil usually discusses his choice of college with his faculty adviser first, and is then referred to one of the two faculty mem-

bers mentioned above. He gives the pupil the available information and then frequently refers him to an alumnus of the college in which the pupil is interested. Unfortunately, pupils do not usually seek the information until they are seniors. They should begin earlier like the fourth-term boy who was collecting information about St. Louis University, Washington University, the University of Missouri, and Rollins College, and was considering the merits of each for his training in engineering.

OPPORTUNITIES FOR EDUCATION FOR PERSONS NOT GOING TO COLLEGE

The high school pupil who is not planning to go to college, or even to graduate from high school, has generally been neglected. Yet there are many educational opportunities with which nonacademic pupils should become familiar (see Appendix B).

Kinds of Educational Opportunities. Among the varied educational opportunities offered to those who have left public school are the following:

Unit trade and training in specific jobs and long-term vocational trade courses in public high schools, as in Rockland County, New York.
Evening high schools and college extension courses.
Business schools and colleges.
War-training courses reconverted into training courses for civilians.
State trade schools.
Vocational schools.
Work camps, such as those sponsored by the American Friends Service Committee.
Camps providing other types of experience.
Travel.
Government service where training on the job and for the job is provided.

Work experience and training that employers in industry and business are increasingly providing—opportunities for "upgrading"—training that may be obtained at the employer's expense.

Hospital laboratories for training laboratory technicians.

Social agencies conducting training for child care and nursery school workers.

Department stores offering apprenticeships for learning merchandising; other kinds of apprenticeships.

Radio School of the Air and other radio programs.

Educational opportunities offered by adult education centers, libraries, churches, museums, community councils, labor unions, and other organizations.

Sources of Information on Training Opportunities. The educational counselor keeps abreast of the courses offered in his city and state so that he can supply information about the various programs. Much of this information he obtains firsthand by visits to the training centers and by follow-up studies of pupils who have attended them. In this way he learns about admission requirements, the kind and quality of instruction, the kinds of elementary and high school work that will best prepare pupils for further training, the difficulties students meet, and the extent to which they are placed in appropriate jobs. It takes time, of course, but it is time well spent, for the counselor to make dated records of the information as he acquires it under each of the above headings. Thus he builds up a file of training opportunities similar to that suggested for colleges and universities.

He will supplement the firsthand information obtained with whatever printed sources of information are available in his locality. For example, any educational counselor in the New York City area would consult the 127-page *Directory of Opportunities for Vocational Training in New York City,* compiled by the Vocational Advisory Service, 95 Madison Avenue, New

York, 1943. In this directory a boy interested in plumbing, for example, would find this information:

General Society of Mechanics and Tradesmen—20 West 44th Street, Manhattan Men: Employed during the day in the trade: 3 years for diploma: 2 evenings a week. Free.

New York Trade School—312 East 67th Street, Manhattan. Men: Age over 17. Day, 1 year· $150. Evening, 3 to 4 terms of 6 months each: $30 each term. Students pay for drawing instruments.

The following free day Vocational High Schools offer basic vocational training in various lines as part of a 3–4 year course leading to a diploma. This is combined with general and related academic subjects. Qualifications for admission are graduation from elementary school or junior high school. (The following have courses in plumbing):

Bronx Vocational High School (Boys)—330 East 152nd Street, Bronx.

Brooklyn High School for Specialty Trades (Boys—49 Flatbush Avenue, Ext, Brooklyn.

Chelsea Vocational High School (Boys)—131 Sixth Avenue, Manhattan.

McKee Vocational High School (Boys and Girls)—St. Mark's Place, Wall Street, St. George, S. I.

Metropolitan Vocational High School (Boys and Girls)—43 Oak Street, Manhattan.

Murray Hill High School of Building and Metal Trades (Boys)—237 East 37th Street, Manhattan.

New York Vocational High School for Boys—21 West 138th Street, Manhattan.

Queens Vocational High School (Boys and Girls)—47th Avenue and 37th Street, Long Island City.

Woodrow Wilson Vocational High School (Boys and Girls)—144th Street and Baisley Blvd., South Jamaica, L. I.

Training in ship plumbing is given in five schools. Day and evening sessions. Maximum training time about 300 hours. War Industries Training Program.

In the Philadelphia area, the following publication gives the same kind of information: *Vocational Training Directory for*

the Philadelphia Area, 1944. B'nai B'rith Group Vocational Guidance Service, 1831 Chestnut Street, Philadelphia 3, Pennsylvania. In Boston, the educational opportunities offered are described in *Educational Opportunities of Greater Boston for Adults, 1944–45,* compiled by the Prospect Union Educational Exchange, 18 Brattle Street, Cambridge, Massachusetts, 1944. This publication contains a selected list of day and evening classes and home study courses for adults. Following is the information given, for example, concerning courses in plumbing:

Boston Trade School, Central School
Plumbing. Pipe fitting: Oct.–Apr., eve. instruction free
Eliot School
Plumbing: Oct.–March., T. and F. 7 P.M. $4
Franklin Technical Institute
Plumbing Science and Design: 3 yrs. Oct.–May, 3 eves. a week, 7–9. $25 each year
Massachusetts Division of Vocational Education
Plumbing: information upon application
Massachusetts University Extension
Plumbing: $6 for 10 lessons
Offered by correspondence, see C. S. 111

Directories of this kind, compiled by private agencies or departments of education are available in some other larger cities.

Another source of information are the directories of vocational opportunities within the state. These are sent to public schools, social service agencies, and other organizations engaged in counseling. These may be obtained by writing to the department of vocational education of the state for which information is desired. For example, New Jersey issued in 1945 a forty-page bulletin, edited by Charles W. Hamilton, Director of the Division of Educational Guidance for Veterans, State of New Jersey, Department of Public Instruction, Trenton 8, New Jersey, the title of which is *Vocational Education in New Jersey—Public and Private Schools.* The person interested in plumbing, for

example, by looking up this subject in the index, would be referred to the following schools.

Paterson Technical and Vocational High Schools
Middlesex County Vocational Schools
Middlesex County Vocational Schools Evening School
Camden County Vocational School
Camden County Evening Trade Extension School
Essex County Vocational Schools (related technical and general instruction is offered to apprentices in the following trades: plumbing, etc.)

Plumbing has been used merely as an example of the kind of information that may be obtained for any trade in whatever city or state the counselor is working.

From the national government also some information is available, as, for example, in the 307-page bulletin, *Vocational-Technical Training for Industrial Occupations.* Vocational Division Bulletin No. 228. (Washington 25, D. C.: Superintendent of Documents, 1944.)

For information about the general qualifications for many of the skilled trades and other occupations, the counselor should build a file of up-to-date pamphlets and monographs (*see* Appendix E). One of the best recent sources of this kind of material is a bibliography of occupational pamphlets prepared by Dr. Gertrude Forrester and printed by H. W. Wilson Company, New York, in 1946.

Training Opportunities for Veterans. Special effort has been made to compile sources of information about training opportunities for veterans. These sources are also useful to counselors in educational institutions. In Appendix F are listed some useful training opportunities suggested in the educational guidance of veterans by a member of the staff of the Educational Guidance Division of a United States Naval hospital.

The following are significant observations in the educational guidance of this group:

1. Veterans who apply for admission to college are, in general.

mature, above average in scholastic ability, and eager to succeed.

2. Because they feel that they have "so little time," they welcome efficiency in instruction, use of visual aids, accelerated programs, and opportunity to concentrate in their field of major interest.
3. Although they feel insecure at first because they are out of practice in basic study skills, with proper guidance, they soon fit into college life.
4. Those who have not graduated from high school prefer to attend evening school and to work during the day; those in college find the cost of living high and the crowded living conditions unsatisfactory.
5. Admission procedures should be revised and individualized for veterans.

In the educational guidance of the veteran, the appraisal of his educational experiences during his period of service is extremely important. For this purpose the United States Armed Forces has developed valuable tests and methods of appraisal. For example, to ascertain a veteran's achievement in a subject field, if he has not previously been tested, the counselor should administer the Civilian Form B test in the subject, which may be obtained from the Cooperative Test Service, 15 Amsterdam Avenue, New York 23, or from Science Research Associates, 228 South Wabash Avenue, Chicago 4.

If counselee has already taken the examination while in service, either he or the counselor should write to the Institute to have his score forwarded, if he does not already have it in his possession. On the basis of the score, the counselor may recommend certification. . . . Let us suppose that an Institute certificate that shows that a man has taken H 59 Business Arithmetic and H 116 Ancient History comes to the counselor's desk. *The Guide to the Evaluation of Educational Experiences in the Armed Services* recommends that one-

half high school unit be allowed for H 59 and one high school unit for H 116.[18]

CONCLUDING STATEMENT

A specialist in vocational and educational guidance or a committee of teachers, students, or parents, assisted by specialists in guidance should be responsible for collecting, classifying, putting into usable form, and keeping up-to-date, information about opportunities for further education and training for all students. It has been suggested that files consisting of folders, in which is kept systematized information about each college and about each kind of training opportunity, be kept up-to-date and that charts be made to answer question that commonly arise in the educational guidance process. The information in these folders may be obtained from visits to the institutions and from the various other sources listed in detail in this chapter.

Knowledge of the individual and knowledge of educational opportunities are the two most important tools of educational guidance. Without them, counseling may lead to errors of action that may seriously affect a student's life plan. Their use in guidance programs and in counseling will be described in the next two chapters.

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[18] Lily Detchen, "The Educational Counselor and the United States Armed Forces Institute Examinations," *Journal of the National Association of Deans of Women*, IX, 22–23 (October, 1945).

[19] See also Appendix B.

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Chapter IV *Programs of Educational Guidance*

EDUCATIONAL GUIDANCE PROCEDURES VARY, depending upon a large number of factors inherent in the educational setting. Among these are the age and ability of the student, the ability of his parents and relatives to aid him in his choices and school assignments, the size of the classes, the preparation and personality of the teachers, the availability of guidance specialists, the philosophy and policies of the school, the educational opportunities and freedom of choice permitted, and economic and social conditions in the nation and in the world. The following descriptions of selected programs should therefore be considered not as models, but as examples of ways in which different schools and colleges, in keeping with their philosophies and resources, have attempted to help students develop their scholastic aptitude.

BRIDGING THE GAP

The transition from elementary school to high school is a major operation for many children. The buildings, teachers, subjects, classmates, and forms of school organization are new to them. They are often expected to use study methods they have not previously practiced, draw on backgrounds they have

not acquired, and choose a course or curriculum without knowing what they are able to do and be.

For smooth sailing from elementary to high school or from junior high to senior high school, the man at the rudder must possess knowledge and skill. The fourteen-year-old is not too young to be master of his academic fate. He needs, however, the guidance of someone who knows him as a person and who is familiar with the—to him—uncharted sea ahead. This person is likely to be the teacher who has been responsible for most of his instruction and guidance during the last year of the elementary or junior high school. The teacher in nondepartmentalized schools has every opportunity to know his pupils well and to win their confidence. He needs, however, the assistance of a special guidance worker who can supply information about high school courses, special schools, and training opportunities and can help him to improve his technics of observation, interviewing, and use of tests. Together they can help each pupil make suitable tentative educational plans.

Programs for Making the Transition to a Higher School. Recognizing the importance of the teacher, Margaret Alltucker worked out a plan of bridging the gap between lower and upper school that had the following features: [1]

1. In a period a week during the last semester in the lower school, the pupils (a) discovered and viewed objectively their learning abilities, interests, assets, and limitations, and (b) learned about the educational opportunities ahead.
2. On the basis of this study, each made a tentative plan for the next few years.
3. After he had talked over this plan individually with the teacher, he took it home and discussed it with his parents.
4. After further study, he met with the counselor who approved the plan that seemed best for the next year. Plan-

[1] Margaret M. Alltucker, "A Counseling Plan for Bridging the Gap Between Junior and Senior High Schools," *School Review,* XXXII, 60–66 (January, 1924)

ning ahead for several years gives a pupil perspective. As long as the plan is tentative, it does not channel him in any rigid schedule, difficult to modify as new opportunities arise or unsuspected abilities and interests are discovered.

The continuity of guidance is maintained in another school system—Port Washington, Long Island, as reported by Esther F. Webster—by a guidance department of three members. The director meets with the elementary school principals in their weekly meeting with the superintendent to keep in touch with curriculum changes, methods of instruction, and current problems of the elementary schools. The member of the department in charge of testing is responsible for administering tests through the twelve years of public school. The other member of the guidance staff studies the cumulative records of each pupil before he enters junior high school and meets each in his elementary school. When these pupils enter high school, the same counselor meets them in classes on occupations. Here he acquaints them with the world of work and the methods of studying a given occupation, and also studies each pupil's work habits and reading and study abilities. During their eighth year, pupils are given a chance to "try out" various fields of study and to confer with teachers and counselors about their abilities and plans. In the last year of junior high school, each pupil makes a long-term plan as described on pages 87–88. In senior high school, each student has an individual conference with the counselor every term to reconsider his program and discuss any other matters of concern to him. The counselor keeps in touch with his pupils for advisory and placement work for at least four years after graduation. The guidance office is open for evening conferences with parents and with students who have left school.

Devices for Encouraging Continuity of Guidance. Many devices help to bridge the gap between elementary and high school. In rural areas an all-day visit to the high school in the fall and, if possible, again in the spring, has made many of the eighth-

grade children less hesitant to brave the new experiences of high school. Counselors from the high school have come to the lower school, spoken to groups and to individuals, and distributed mimeographed or printed leaflets describing the high school curricular and extracurricular offerings A few high schools have prepared films illustrating the high school activities. One beautiful technicolor film of this kind was prepared by high school pupils themselves under the direction of one of the science teachers, who had made a study of film production.

Assembly periods have been used in both elementary and high schools to present the major fields of high school study. For example, students in one science department gave examples of the importance of science in the world today, mentioned vocations and avocations in which a knowledge of science was necessary, briefly described the content of the science courses offered, and performed on the stage one or two experiments. In this way, through a series of assembly programs, pupils became acquainted with high school subjects and their special content, values, and uses.

PROGRAMS OF EDUCATIONAL GUIDANCE DURING HIGH SCHOOL

Although planning their high school courses in the elementary school helps pupils get off to a good start, it amounts to little unless it is followed by continuous educational guidance in high school. In some schools this guidance is provided by means of the core curriculum, in the extended class period, or in the homeroom. During the first year of high school, pupils spend many of these periods in getting acquainted with the new building and with high school ways, learning about courses and extracurricular activities, learning more about themselves, and acquiring better reading and study methods. During the remaining years of high school, discussions in this type of program usually broaden out to include such subjects as home re-

lations, community relations, and vocations and the preparation needed for them. Thus time is provided for students to consider educational and vocational plans individually and in groups and to practice and receive instruction in reading and study methods.

A Unit on Problems of College Freshmen. The question "How can I make the most of college?" was systematically studied by pupils in the senior homerooms of Ottawa Hills High School, Toledo, Ohio, in a unit on "Problems of Health and Personal Adjustment for College Freshmen." This unit was based on replies from twenty-nine colleges to questions about the personal adjustment of entering college students, common causes of failure among college freshmen, and the problems of living away from home.[2]

A Core Course in Guidance. One year at the Lincoln School of Teachers College the seniors devoted ten hours a week to self-appraisal with reference to further educational plans. They also discussed major phases of their present and future living, including home relationships and marriage. In the course students tested their abilities, studied occupations, and explored the preparation needed for the vocational and other aspects of life. The course culminated in the writing of autobiographies. Many of these were illustrated with original drawings; many showed marked literary ability, psychological insight, and artistic quality.

This experimental core course was modified at the end of one year because some members of the faculty felt that it wasted too much time. Others felt that time was wasted because the course was uncharted; teachers and pupils had to feel their way and had not learned how to employ the allotted time most effectively. Despite much positive approval, the course was reduced to one hour a week.

The pupils spent this one hour in an intensive study of col-

[2] Ray E Deardorff, "The Long Look Toward College," *Journal of the National Education Association,* XXXI, 79–80 (March, 1942).

leges and what they had to offer. The purpose of each student was to discover the right college for himself. A unique feature of this program was the huge bulletin board, covering about one third of one side wall. Down the lefthand side were listed the colleges the pupils knew best and in which they were personally interested. Across the chart, even with the name of each college, were fifteen spaces large enough to hold the three-by-five cards which, typed or neatly written, gave information under each of the following headings:

Name of college and location.
Purpose and philosophy.
Peculiarities of entrance requirements.
Is an aptitude test required?
Freshman year requirements.
Expenses and means of defraying them.
Are scholarships awarded on the basis of achievement or need?
Social life, including fraternities and sororities.
Do freshmen get instruction from experienced professors?
Academic courses and unique offerings.
Art (curricular and extracurricular).
Opportunities to major, and when.
Student activities—range, types, etc.
Vocational guidance and placement.
Realistic experiences.

Different students studied certain colleges and all pooled their information on the large chart.

Several other features distinguished this one-hour course. One was that students obtained firsthand information about colleges from field representatives, who talked frankly with the students, personalized the catalogue data, and answered questions. Other features were a counseling service offered by faculty members, correspondence with colleges under consideration, and visits to college campuses.

The more the students learned about colleges, the more they wanted to know about themselves and their own potentialities, and about careers that seemed possible for them. The scholastic aptitude test that they had taken in their junior year gave them a bit of objective information. They also had the opportunity to study their cumulative records with the guidance of a trained personnel worker. Many of the cumulative record folders included teachers' reports of personality and character development and descriptions of academic achievement through the sixth grade, records of academic marks through all grades, the Hildreth Interest Blanks [3] for two consecutive years, the psychologist's full report of an intelligence test, and reports on all the standardized tests taken during the pupils' years at the school. Four additional tests were given. Letters written by students to colleges and the colleges' replies were also included in the cumulative record. All these sources were used as a basis for the educational guidance interviews; each student used the data, as interpreted by the counselor, in obtaining a more accurate objective picture of his potentialities, and of the resources for developing them available within himself and in his environment.

There is much to commend about this type of core program:

1. Educational guidance is considered part of the regular school curriculum.
2. The students take an active part in collecting information about themselves and about educational opportunities.
3. Many values of group work inhere in this cooperative enterprise.
4. The students have the assistance of an expert psychologist and personnel worker in interpreting and using the data collected.
5. The purpose of the experience—namely, making sound educational plans for oneself—is clear to every student.

[3] *Hildreth Personality and Interest Inventory.* Elementary and High School Forms (New York: Teachers College, Columbia University, 1936).

Faculty Adviser Plan. Less sound than the plan described above is the faculty adviser system in which educational guidance is taken out of the classroom and put in the hands of grade advisers. This is a common plan in large high schools. Here the position of adviser entails supervision of the education programs and plans, sometimes of as many as five hundred or more students. The adviser's duties are (1) to examine the students' programs to make sure they are taking the right subjects; (2) to help failing students and, when necessary, effect better adjustments between teachers and pupils; (3) to advise students about choice of college and other educational opportunities, and (4) to distribute information about scholarships. Faculty advisers who try to perform these functions usually have a feeling of frustration because they do not know the students well enough, they have so little time to give to each student, and they are so painfully aware that much of their help should have been given much earlier.

Educational Guidance by the Student's Counselor. Another plan makes educational guidance a part of the total counseling process and gives more weight to the quality of the counseling. Under it, each counselor is responsible for assembling and synthesizing personal data about each counselee on his cumulative record card or in his cumulative record folder; for helping the pupil to appraise himself with the help of the data available; and for knowing where to find accurate, up-to-date information on state and local requirements for graduation, on college requirements and opportunities, scholarships and other student aids, and vocations. In interviews, pupil and counselor appraise and plan together on the basis of the information available; the pupil is also helped to explore his interests and abilities, and to consider the needs of society.

A Combined Educational and Vocational Guidance Program. A comprehensive educational guidance program in a public high school, reported by Ruth Mayes, includes the following features:

1. Information gathered
 a. Educational information—current catalogues of 400 colleges; 325 catalogues of special trade and training schools. Information on free and tuition-charging correspondence courses, out-of-school recreational opportunities, and approved home study is also collected. To facilitate the use of these catalogues, three-by-five inch cards are made giving information on tuition, special fees, room and board, special courses, scholarships, and other matters.
 b. Vocational information—pamphlets on occupations and occupational trends, a file of material on more than 300 different occupations.

 Both teachers and pupils use these sources of information. In addition to these files, bulletin boards in the guidance office display current clippings on training and employment opportunities. Weekly bulletins convey information about the newest additions to the guidance library. Books, pamphlets, and clippings of special interest to parents are also collected and made available to the "would-be-better" parents.
2. Pupil records
 The cumulative record folder includes personal data on each pupil from the time he enters the elementary school up to five years after graduation. These folders include the results of reading, intelligence, mathematics, and English tests as well as observations, reports of interviews, teachers' marks and ratings, questionnaires, and compositions written by the pupils.
3. Counseling
 Interviews are held with pupils planning programs, leaving school, doing unsatisfactory work, obtaining scholarships, and wanting to discuss other personal problems. Conferences are held with each senior about his future plans, and with all applicants for employment. Home visits and interviews with parents at the school constitute an important

part of the guidance program. For each senior, interviews with persons doing the kind of work in which he is interested are arranged when possible.

4. Work with groups
 In addition to the homeroom periods, meetings are arranged with those seniors planning to attend college. Their purpose is to help them apply for admission and for scholarships, and to give suggestions as to how to be successful in college. Other groups of pupils meet to discuss problems peculiar to them—for example, pupils who are considering leaving school, pupils who will not be going to college, pupils gifted in art, music, or other special fields, pupils who want to know how to apply for a job. A Career Day, talks on occupations, and college conferences are included in the group activity program. Motion pictures on different vocations are shown. Similar programs are arranged for young people who have left school. Assemblies are planned by a student-faculty committee.
5. Case conferences
 The teachers concerned with an individual pupil meet with guidance workers to pool information, interpret it, and make recommendations.
6. Placement
 A placement bureau in the school has been successful in making good contacts with employers. A survey of vocations represented in the town was planned and carried out by one of the classes.

This program is practical; it includes important specialized phases of educational and vocational guidance. It seems, however, too exclusively counselor-centered. If fused with the work of the teacher and developed cooperatively with all concerned, it would be even more effective.

Administrative Aspects. Educational guidance has administrative aspects that, if poorly handled, may disrupt the best

planned counseling program. One faculty member delegated to make out pupils' schedules humorously described his trials as follows:

"In view of my lowly position, many of the inner mysteries of the sacred rite known as scheduling are hidden from me These dark and devious practices, which are usually performed during the summer months and the evil results of which usually become apparent about the fourth week of the first semester, are the sacred prerogatives of that rarefied group known as principal, assistant principals, and the 'girls in the office.' There is always, too, some sort of gremlin involved in the process—the thing that mixes up the cards in some way, so that Jimmy Jones enters the last semester of his senior year with less credits than he had when he entered, or assigns Mary Smith to a full afternoon of Machine Shop 2 instead of Sewing 4. This critter has never been seen or identified, but we know he's there. The anguished cries of parents two weeks before commencement and the long lines of tired kids outside the principal's office the first three weeks of school attest to his ghoulish presence."

The writer then goes on to describe the procedure:

First step—Ask students how many credits they had at the beginning of the year. Three per cent know; 5 per cent think they know; 92 per cent don't know. Therefore, they are asked to find out before the next day. Next day only 90 per cent don't know how many credits they have. After fifteen days of the allotted week, in which the teacher-counselor is expected to make the schedules, has expired, he has this information.

Second step—Explain sequence requirement to pupils. This is a fiendish arrangement that practically requires a student to stick to the course set for him in the tenth grade. A "solid" must be taken two years in order to get a "sequence." Nine of the thirteen credits required by the state for graduation must be in sequence, and there must be one three-year sequence As explaining all this to pupils is hopeless, it is usually skipped.

Third step—Have pupils fill in little mimeographed slips telling what they expect to take next semester. Make notes on slips, such as "We are not offering this course any more," or "You can't take such and such a subject before you take such and such a subject," or "This schedule won't let you graduate for five years." Give slips to

pupils to take home for parents' approval. Results: 2 per cent of parents approve schedule, 2 per cent don't approve, 96 per cent of slips are mislaid on the way home. Three more weeks pass while this is being cleared up.

Fourth step—When schedule is made up, it is copied on permanent schedule card, with tally sheet showing how many pupils are signed up for various subjects. This is sent to the office.

Fifth step—Office bureaucrats pile cards in neat piles, shuffle them, deal out six hands and say, "No. 1 hand takes English the second period, No. 2 hand takes it third period, and so on." Office is closed and locked during this procedure, and no one can get in, so this step is reported only from hearsay. However, in view of the results obtained, this is the only way this part of the process could be done.

Sixth step—Pupils line up outside principal's door first two weeks of new semester asking for schedule revision. Three pupils do not line up. The other 1,997 are there. Principal is discovered to be attending a two weeks' conference.

Seventh step—1,997 pupils line up outside assistant principal's door. He makes out new schedules for all of them and then goes to bed for thirteen days.

Eighth step—Pupils lose schedule slips and go to the teachers they like.

Certainly this account, humorously exaggerated as it is, emphasizes the importance of having not only accurate information about the courses offered and required, and adequate pupil records of grades, credits passed, abilities, interests, personality trends, and educational and vocational goals, but also well-planned schedules and time for careful consideration of each pupil's program. All this is necessary to prevent such tragedies as failure to graduate with one's class or failure to meet the requirements for appropriate and necessary further education.

LOOKING BEYOND HIGH SCHOOL

Much of the educational guidance now given is too late. Pupils begin to think about further education when it is too late for them to meet the admission requirements of the institution

that would be most appropriate for them. They learn about requirements for scholarships when it is impossible for them to bring up their grade average to scholarship level. They are allowed to fail in a subject instead of earlier being given the help that might have prevented failure

In one state-wide survey of college students, 44 per cent reported that they had made their decision to go to college in the fourth year of high school; 13 per cent, in the third year; and only 13 per cent in the first year. It is a rare student who, in his senior year, can suddenly meet the requirements for admission to a certain school or college, or offer the kind of high school record that will win scholarships. As one high school senior said, "Pupils need information early in high school from persons who know the school, the subjects, and the teachers, and who can find out to the best of their ability an individual's capacity and the subjects in which he is especially good or poor. We need someone who is truly interested and equally intelligent. Too often we don't get help until the senior year and by that time we're up a tree." Of course, counseling in the senior year is better than none at all, but this kind of remedial guidance is not a satisfactory substitute for sound developmental guidance.

Said another student, who reached the senior year only to realize that he could not go to college because of lack of funds, "I could have had a scholarship if only someone in our school had helped me. I had the marks but lacked money to enter college. Just a little help and advice on the part of someone from school would probably have done the trick. Something should be done about this scholarship problem."

Need for Long-Distance Plans. These students are right. As early as the eighth grade, pupils should begin to make long-distance educational plans. In the tenth grade they should consider seriously whether to go to college or to technical school—and, if so, to which school or college—or whether they should engage in independent study or travel, or go to work. The eleventh

grade is not too early for a pupil to re-view and weigh all the factors involved in going to college—his health, economic resources, ability, vocational plans, his high school record, and his purpose and philosophy of life.

Many boys and girls who could succeed in college never enroll. An equal number, who cannot profit by the kind of higher education now offered, plan to enter college. To salvage the able high school students who are not planning to go to college, the guidance officer in one university gives one-half her time to discovering and interviewing superior pupils during their junior and senior years. She helps them to take the high school subjects that will best articulate with the college course in their field of major interest. Thus some of the duplications and the gaps that usually exist between the last year of high school and the first year of college are avoided, and superior students who have done advanced work in high school receive college credit if they pass examinations in the subjects.

Guidance for Parents. Parents, too, have a part in the high school educational guidance program. They should be invited to attend classes, assemblies, and the clubs in which there is discussion about the choice of college, choice of vocation, the planning of programs, and common scholastic difficulties. Special conferences on these subjects should be held at times when parents can attend. Skits prepared by pupils often drive home a point effectively. For example, one group of high school students presented to parents a clever one-act play showing the difficulties a boy had in studying at home amidst the mosquito-like attacks of a younger sister, the pleas of a brother to come out and play, the distraction of the radio turned on by an older sister and her boy friend, and the demands of his parents that he go on divers errands. Various organized parents' councils and study groups may profitably consider problems of educational and vocational guidance. There are many ways of acquainting students and their parents with further educational

opportunities: through talks with representatives of colleges and with alumni, through visits to various institutions offering other kinds of education and training, through the study of the published information described in Chapter Three.

The Role of College Representatives. College representatives enter into the program of educational guidance in an important way. However, since the demands of some of these representatives interrupt school work, schools have had to restrict the time available to them. One school prepared a book listing the seniors and giving some facts about each of them, including their choice of college. This book was available to college representatives who made appointments with individual pupils.

A college-day program is another successful way of making it possible for college representatives to speak to the student body as a whole, to small groups interested in a particular institution, and to individual pupils and their parents. The day's program usually provides some recreational features—a fashion show, horse show, play, dance festival, tea or reception to parents. If the day is planned by the students and carried out by a number of committees, it gives students the additional values of learning to work with others, to meet and greet strangers, and to take responsibility for the success of a group enterprise.

Assistance from Community Groups. In planning conferences on educational opportunities beyond high school, the schools should capitalize upon the enthusiasm, the intelligence, and the prestige of community groups. It should be noted that projects of this kind are more likely to render a real service to the pupils when the school takes an active part in interpreting their needs.

The procedure used in one high school is representative of good practice in this respect. The principal made three suggestions to the chairman of the Education Committee of the College Women's Club, who had offered to prepare a program for

girls who planned to go to college: (1) that one talk be given to all girls on a general topic such as "How to get the most out of the college experience," (2) that special attention be given to the questions and problems of girls who had already selected their college, (3) that help be given to pupils who were undecided as to which college to attend, and (4) that an especially fine presentation of educational opportunities be provided for the group that is not going to college. The principal also suggested that members of the Association assemble information about the colleges commonly attended by his pupils. The program, as finally developed, included these features. College representatives were present for individual conferences. Prior to the conferences, a body of valuable information that supplemented the college catalogues had been collected. Many successful conferences have followed this general pattern.

Considerations in Planning Further Education. Choosing a college is somewhat like choosing a dress; it must fit a person. Accordingly, consideration must be given not only to the qualities of the individual and the characteristics of the college, but also to the relation between the two. A student is likely to have difficulty in adjusting to a college in which the teaching methods are inferior to those to which he has been accustomed in high school. Graduates of progressive schools frequently have difficulty in adjusting to a traditional type of instruction. One of them wrote back to his high school principal that in college he was expected to give back what he had learned from lectures and books, whereas in high school he had been encouraged to be original and to think for himself. Similarly, students from highly regimented high schools often have difficulty in adjusting to the progressive type of college.

One's family background should also be considered with reference to a college. Some colleges seem unpleasantly provincial to boys and girls who have had a rich family life and have enjoyed many cultural opportunities. Social standards likewise should be considered; the individual should be protected from

the necessity for making too great and sudden an adjustment to a new freedom or to unreasonable restrictions. One boy, who came from a small town and a home where he had been rigidly supervised to an urban college that prided itself on having practically no social rules or regulations, demonstrated repeatedly his inability to resist the temptations of a large city. After a serious escapade in his sophomore year, he transferred to a smaller college more suitable to his current stage of moral and social development.

Introduction of the Student to the Higher Institution. It is no easy task for the high school to present to the higher institution an accurate and useful picture of the applicant. To do this phase of educational guidance well requires a keen appraisal of every student. The effectiveness with which it is done is a good test of the personnel work being accomplished in the high school. The experience of one assistant principal of a private secondary school who does excellent work along this line will make the problem more concrete. At first she had only the cumulative records of subject marks and her personal impressions of the students. To this information she added a cumulative record of the results of all standardized intelligence and achievement tests given during the secondary school years. These sources still did not provide important information about the behavior and background of students, which play such a significant part in success in college. Accordingly, she provided a folder for each student in which were accumulated, semester by semester, letters written by or about the student and ratings and anecdotes of teachers on such traits as intellectual interest, capacity for independent work and thought, industry, persistence, social adaptability, sensitivity, cooperation, leadership, and dependability; thus by the time the college blanks had to be filled out, she had at hand an extensive body of information. Instead of using the blanks sent by the colleges—good, bad, and indifferent, as they are—this assistant principal has prepared a blank of her own which covers the relative scholastic rank of

the student in her class, a detailed estimate of her traits and attitudes, and the results of mental tests (see Appendix C). This blank has been welcomed by the colleges to which it has been sent.

Fitting the Institution to the Student. Because of the wide range of differences among students, there is need for corresponding differences among institutions of higher learning. These differences exist, and should exist. They make educational guidance possible, provided the counselor knows the kind of instruction each institution offers and the kind of learning ability each student has.

It is not enough, however, merely to study the applicant and to canvass the educational opportunities available. Eventually educational and vocational opportunities should be created to help every individual realize his potentialities. There are already signs of progress in this direction. Such developments as the University of Minnesota undergraduate college, new experiments in junior colleges and institutes, and the emphasis in educational literature on provision for the individual in high school and college, all represent steps taken to fit education to the individual.

Criteria for Deciding Whether to Go to College. In general, students who can profit by college education and thus serve society better should go to college. Each person about to make such an important decision should ask himself these questions:

1. Do I really want to succeed in college and to prepare myself better for the work of life and the leisure of life?
2. Do I have the kind of mental ability required in college work?
3. Do I have enough background to do college work—can I read and write well? If not, can I improve sufficiently along these lines?
4. Have I demonstrated my ability to study?
5. Can I finance a college education?

6. Have I made progress in getting along with people?
7. Are there other educational or vocational opportunities better suited to my interests, abilities, and purpose?

If He Does Not Go to College. Students who, after careful consideration, decide that they have had enough formal schooling should be familiar with the many opportunities for education in their community (see pages 67–68). More important, they should have begun to participate in some of the most wholesome community activities *before* they leave school. If students take part in a survey of educational and recreational opportunities in the community, rather than merely receive a list of them, they will be more likely to engage in these activities later. If they begin to use the public library; join the Y; become members of young peoples' church groups, the community choral society, the "little theatre," or participate in other educational or recreational activities, they will be still more likely as adults to be active in these community groups.

BETWEEN HIGH SCHOOL AND COLLEGE

The Educational Guidance Clinic. Some colleges offer an educational guidance service to high school students. One of the most adequate of these educational guidance clinics has been developed at Allegheny College over a period of seven years. A seven-page bulletin describing the program is sent to high schools. Students arrive Sunday afternoon of the last week of June and stay on the campus until Friday. The clinic opens on Sunday evening with an address and introduction of the clinic staff. Monday, Tuesday, and Wednesday are occupied with tests and medical examinations, morning and afternoon, lightened by outdoor recreation in the late afternoon and a picnic or motion pictures in the evening. Thursday and Friday are devoted to individual conferences with members of the clinic staff. The tests used in the 1944 clinic were:

The American Council Psychological Examination
Illinois Reading Test.
Cooperative English Test—vocabulary, mechanics of expression, literary comprehension, effectiveness of expression, form Q.
Cooperative tests in mathematics, biology, social studies, physical science, foreign language, fine arts, contemporary affairs.
An informal test of writing ability.
Visual and auditory tests.
Physical examination.
Strong Vocational Interest Test.
Bernreuter Personality Inventory.

The fee for the clinic service is $25, which includes the cost of testing, room and meals, and counseling service. Parents are invited to attend the opening meeting of the conferences held with their children at the end of the week. The clinic staff is composed of faculty members, who have had special training and experience, and educational guidance experts brought to the college to assist in the clinic.

"Aids to the Interpretation of the Clinic Tests," a mimeographed bulletin for counselors, describes the nature and interpretation of each test. It cautions against giving too much weight to a single score, such as an A rating on the Strong Vocational Interest Blank, and stresses the importance of studying all the available data about an individual student. An interpretation of the test results in simpler form is given to the students and their parents. This leaflet begins with a caution about interpreting the results of standardized tests, continues with several paragraphs on individual differences in people and in colleges, explains the bases for college admission, and gives a simple interpretation of each of the tests and examinations.

The tests are scored during the first three days, and a profile is drawn for each student showing his percentile rank on each of the separate achievement tests with reference to the general

norms and to the Allegheny College student body. The ratings on the Strong Vocational Interest Test and the results of the visual and auditory examination are recorded on the same sheet. When the American Council Psychological Examination does not seem to represent true mental ability, it is checked, if possible, by another intelligence test, usually the *Thorndike Intelligence Examination for College Entrance.* When the Thorndike score is below 60 for students seventeen years or older, the chances of academic success in college are generally considered to be poor; 60–69 is interpreted as a danger zone, and 85 and above, a safety zone

The results of all tests are summarized for the clinic staff in table form. These sheets are used in the staff conference held on Wednesday afternoon and evening when each student is discussed by the group. These short case conferences are very helpful. Members of the staff contribute their interpretation of test scores and the observations they have made of each student during the week. For example, comments like the following are made regarding individual students:

"Unusually good high school record—all marks above 90. Score on Otis Quick-Scoring Test checks with American Council percentile."

"Not communicative, shy, interested in science."

"Spontaneous, likeable, interested in economics."

"Self-sufficient, gets along well with group."

"Has worked hard all through high school; has no trouble in mixing with the group."

"Poised, though doesn't talk very much; wants to be a nurse; mother wants her to be a teacher."

"Has worked in an office, no expressed interest, seems all confused; would like to talk about herself."

In the interview with each student, occasionally with his parents present and lasting an hour or longer, the counselor studies the profile with the student, encourages him to think about his educational and vocational plans in the light of his

self-appraisal, and supplies information about colleges, courses, and occupations essential to the student's thinking. However, the counselor often feels handicapped by lack of knowledge about colleges: the intellectual level of their student bodies, the social conditions, the quality of guidance and instruction, and the outstanding departments. The counselor emphasizes factors that may alter the obvious interpretations of test results, and the importance of being flexible in making and changing plans and of keeping in touch with new educational and vocational developments in these rapidly changing times.

At the end of the conference, each student is asked to fill out a Clinic Questionnaire covering the following items:

Purpose in attending the clinic.
Evaluation of the testing procedure.
Evaluation of the recreational program.
Evaluation of the conferences.
General feelings about the clinic experience.
Criticisms and suggestions for improvement.

Somewhat similar programs have been organized at Worcester Polytechnic Institute [4] and at other colleges and universities. Although there are obvious advantages to a concentrated period of appraisal, it is not a substitute for a long-term developmental educational guidance program in which teachers and counselors who know the student well contribute to his continuous growth in self-discovery and educational planning.

EDUCATIONAL GUIDANCE DURING COLLEGE YEARS

Guidance Through the Curriculum. Continuous development of the student's abilities to think, to concentrate on the task at hand, to work happily and cooperatively with others

[4] Vernon Jones, "An Annual Ten-Day Guidance Program—Methods and Results," *Journal of Educational Psychology*, XXXIV, No. 3, 129–141 (March, 1943).

throughout college can be achieved only through a curriculum that provides for these kinds of growth. With this broad educational guidance in mind, certain colleges have fused curriculum, instruction, and guidance in the person of a major professor, tutor, or don. Here, counseling periods are as intrinsic a part of the student's academic schedule as are the lecture, discussion, and laboratory periods.

At Rollins College the fusion of curriculum, instruction, and guidance is achieved through the relationship established between teacher and student, in groups and in individual conferences. With this end in view the conference or workshop-plan conferences of two types have been established: the group conference, which takes the form of class discussions, and the individual conference, scheduled outside of class time.

Rollins strives to treat each incoming student as an individual with his own particular problems, interests, and knowledge. To attain this end, a course has been devised which helps the freshman to discover his capacities and fundamental interests, on the basis of which he is led to an adequate selection of courses in the Lower Division. This course, taken in the first term of the freshman year, is called "Application of the Principles of Mental Hygiene." In addition to the valuable content of such a course, three means are used to help the student gain an insight into the meaning of the courses he proposes to take.

To begin with, the instructor of the course makes a careful study of the student's past records and achievements. Second, through frequent personal conferences the instructor comes to know each student's problems and desires. Third, one hour a week is devoted to taking a series of nationally standardized tests, both aptitude and achievement. The scores made on these tests in no way affect the student's grade in the course. Rather, on the basis of the achievement tests the student learns in what general fields of knowledge—English, Science, Social Science, and Foreign Language—he is proficient or deficient, while from the aptitude tests he learns in what subjects he has natural ability. Thus, each student's program is built around his individual needs, capacities, and talents.[5]

[5] *Rollins College Bulletin.* Annual Catalogue, Sixtieth Year, 1944–1945 (Winter Park, Florida: Rollins College).

Lectures that are creative and dramatic have a place in the teaching program, but should be combined with the highly individualized type of relationship described in the previous paragraph. Tests and cumulative personal records likewise have a rightful place: they make it possible for the teacher to meet an individual's needs with less fumbling. A suitable curriculum and effective methods of teaching provide the medium in which the student gains an understanding of the world in which he lives, discovers himself, and realizes his potentialities.

Orientation of Students. The first few weeks in college offer a golden opportunity for orientation of new students. At this point, the real reasons why they are attending this institution, the personal values of each subject, and the long-distance view of what they are going to do with their lives should become clear enough to give them a sense of direction. An effort to increase the efficiency with which they use their time naturally follows as a means of helping them to realize their purpose.

Reading and Study Methods. It is surprising how many students have not acquired the simplest of good study and reading habits. When told about these methods, they say, "Why didn't someone teach me this before?" Many are helped by analyzing their study methods with the aid of a simple inventory like the following:

1. Do I have a room of my own for study, or at least a place as free as possible from distraction? Is my desk cleared for action and the radio turned off?
2. Do I begin to think about the assignment promptly instead of dawdling for ten or fifteen minutes? Do I begin to read and study with the same mobilization of myself that I feel when the examiner giving a test says, "Ready, begin," or the coach says, "On your marks, get set, go"?
3. Do I arouse or reinforce my interest in the assignment by various means such as reviewing what I already know about the topic, outlining what I would say if I were the author,

raising questions that may be answered by the reading, considering applications of the material read, looking forward to writing a brief outline after the reading, setting a time limit for comprehending the passage?

4. Do I keep my attention focused on the subject; do I catch my wandering mind and bring it back to the subject before it has strayed far afield?
5. Do I "take note," rather than take notes—identify the lecturer's or author's main ideas and supporting ideas as they develop, and reconstruct the pattern of thought as I listen or read? Do I decide on the purpose for which I am reading a passage, so as to identify quickly what is essential and what can be skipped? Are the notes I take in good form, with the main points standing out and the relationships clearly indicated?
6. Do I obtain my knowledge in the form in which I will use it? Do I recite to myself the material studied, rechecking any doubtful points?
7. Do I take an active attitude—read with an inquiring mind, not expect the book to come to me?

These are generally effective study methods. However, individual idiosyncrasies have as much force here as elsewhere; it is unwise to interfere with the effective study habits of college students who are achieving with reasonable ease up to their level of ability. All students, however, can improve some of their reading and study methods.

Educational guidance is frequently superficial and ineffectual because the counselor has had no training in the diagnosis and treatment of reading and study difficulties. Few personnel services win the respect and gratitude of students so quickly and directly as help in getting their school work done more efficiently. Furthermore, the guidance worker, who unfortunately is sometimes not accepted by some members of the faculty, can win their confidence by helping students learn better.

The diagnostic procedure aims to ascertain (1) the student's present study habits and reading ability, (2) his attitude toward reading and study, (3) his interests, and (4) physical, social, and emotional conditions that may be interfering with his reading and study. In order to obtain this kind of understanding the diagnostic procedure may include the use of time schedule blanks, study habit inventories, oral reading tests, silent reading tests, vision and learning examinations, and interviews. Autobiographies, records of voluntary reading, and questionnaires are often helpful. The general procedure, varied of course in individual cases, is to:

1. Examine available records and extract any information that may have a bearing on the student's reading and study development. Synthesize this first impression, in some convenient form such as the *Examiner's Diagnostic Reading Record*,[6] with information obtained as the work proceeds.
2. Interview the student informally, giving him an opportunity to think through his reading and study problems and to tell how he feels about them, accepting his feelings and analysis. Encourage him to want to take responsibility for improvement.
3. Apply whatever diagnostic technics are indicated as the individual shows a readiness and need for them. The order is often as follows:
 a. Informal intake type of interview in which the student has an opportunity to tell the worker whatever is on his mind, become acquainted with the worker, and learn about the nature of the counseling process.
 b. Checkup on visual factors, using such devices as the Massachusetts Vision Test, Snellen Chart, or Betts Tests of Visual Efficiency. With students who are emotionally disturbed about their reading, this is an effective ap-

[6] Ruth Strang, *et al*, *Examiner's Diagnostic Reading Record for High School and College Students* (New York: Teachers College, Columbia University, 1939).

proach; it also indicates whether there is need for a more thorough examination by an oculist.

c. Oral reading tests using standardized paragraphs or passages from one of the student's texts or reference books or a book he selects.

d. Other tests and devices as indicated.

4. Provide practice and instruction in the phases of reading and study on which the student feels the need for immediate help. Almost from the beginning, the processes of diagnosis and remediation go hand in hand. As soon as the worker has obtained a general idea of the student's reading level, he can provide practice material on that level. Thus the student has a feeling of success and accomplishment from the beginning.

In a school in which a large proportion of the student's knowledge is gained from reading, deficiency in this essential tool may have serious consequences, such as a general feeling of personal inadequacy, dissatisfaction with school, a constant feeling of strain and pressure, or interference with his social development. The most effective guidance aims to prevent these difficulties by improving the students' tools of learning.

IF AT FIRST THEY DON'T SUCCEED . . .

The common practice is to send pupils who are failing in one or more subjects to the vice principal. If the vice principal is kindly and understanding, he may have a profound influence for good on certain students. Unless he has the guidance point of view, however, he is likely to handle the problem administratively. He is frequently handicapped by his lack of knowledge about these pupils, especially about their reading and study habits in each subject. In several situations observed by the author, the vice principal had too little time for each interview to do any of the necessary diagnostic and remedial work.

In place of subjecting pupils to perfunctory interviews by an administrative officer, it would be much better if the subject teacher worked with those having difficulty in his own classes. Teachers are in a strategic position to prevent incipient failure in their subjects. Pupils appreciate the opportunity to talk with teachers. As one pupil said, "I think the teachers should handle the problems in their own classes. We don't always pay attention when we're talked to, but they could try it."

There is a tremendous difference in the quality of teachers' "talks." They range from scolding, remonstrance, reproach, and general "pep" talks, to skillful psychological counseling. The effective interviewer finds out what conditions are contributing to the student's failure and helps him to formulate a plan for improvement and to use resources within himself and his environment to carry out his plan.

According to a Chinese scholar, Hsuch Ki, Li Ki,

> In learning there are four causes of failure, which those who teach should understand: a student's learning may fail because of learning too much, or because of learning too little; it may fail because the study is too easy, or because (difficulty) stops effort. In these four aspects students' minds are not alike. If the teacher knows the (differing) minds he will be able to help them where they fail. For that is teaching—to develop capacity and to save from failure.
>
> When the Superior Man knows how to approach students who find learning difficult, and those who find it easy, and knows those who are going right and those who are going wrong, then he can give comprehensive instruction and is qualified to be a teacher. . . .

A student tutoring bureau has been used effectively in some high schools and colleges to supplement the teacher's work with individual students. This bureau may be a project of the honor society or conducted under the supervision of a faculty sponsor or student-faculty committee. Participating students are selected on the basis of their ability in the subject, their interest in helping others, and their desire for a tryout experience in the field of teaching. They need most of all to be able to teach,

i.e., help another student to learn how to learn—"to work as his own boss to the limits of his powers." [7] The student counselor, while not possessing as much background as the teacher of the subject, may be more gifted in tutoring, and is closer to the students' difficulties and perplexities.

Among the conditions that may be responsible for a student's failure are the following:

1. A subject that is too abstract and difficult for him.
2. A subject in which he has a poor background.
3. Attitudes of persons in his environment.
 a. Too much pressure to achieve, causing anxiety or antagonism.
 b. Too low expectations of him.
 c. Negative, defeatist attitude: "I suppose you'll fail again."
4. Lack of purpose and goal, *e.g.,* lack of vocational motive.
5. Inner conflicts that withdraw energy from school work.
6. Poor budgeting of time and excessive remunerative work or social activities.
7. Ineffective reading and study methods.
8. Physical defects or other conditions that interfere with learning.

After analyzing why individual students are failing in his work, the teacher may adjust their programs or improve his methods of instruction. Thus educational guidance should eventually lead to the prevention of failure.

CONCLUDING STATEMENT

The ideal program of educational guidance should be developmental, precise, and pervasive. It should begin in the elementary school, where classroom teachers have the opportunity

[7] Jacques Barzun, *Teacher in America* (Boston: Little, Brown and Company, 1945), p 21.

to observe the learning capacity, interests, and special abilities of children, and well-qualified guidance workers supplement teachers' appraisal with the results of tests and case studies. The lower school—elementary, junior high, and high school, in turn —should help the student choose wisely and prepare adequately for his next educational experiences. When he obtains admission to the institution of his choice, that institution has the responsibility of helping him to make good. Helping a student to succeed in his chosen course, school, or college is a natural and essential part of educational guidance. The process also projects itself into the future, with the question "Education for what?" always in mind.

The precision and expertness of the program is shown in the quality of the diagnosis, counseling, and remedial work. The more complete and significant the information in the cumulative record folder and the more insightfully it is periodically summarized; the more up to date, comprehensive, and usable the sources of information about educational opportunities and vocational fields and the more expert the counseling, the better will be the quality of the educational guidance.

The pervasive nature of the program is illustrated by the educational guidance that is done through the curriculum and by the classroom teacher. This basic work should be synchronized and supplemented by teacher-counselors—variously designated as core curriculum teacher, homeroom teacher, grade adviser, faculty adviser, part-time counselor—and by specialists in psychology, vocational and educational guidance, and social work.

In this chapter the descriptions of programs and procedures illustrate features that may be in part incorporated into a comprehensive and appropriate program for a particular situation. The next chapter will describe in more detail the most important tool of educational guidance—counseling.

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Chapter V *The Counseling Process*

THE ESSENCE OF THE COUNSELING PROCESS IS a relationship in which the individual being counseled feels free to express himself fully and gains clarification of his goals, self-confidence in his ability to realize them, and methods or means of attacking difficulties as they arise. If properly done, counseling increases a student's understanding of himself, not his anxieties about himself; helps him to help himself, not depend on the counselor; prevents trouble rather than merely remedying it after it has gained headway.

THE NATURE OF COUNSELING

The process itself usually passes through three interrelated stages: an exploratory stage in which the individual brings facts and attitudes out into the open, an interpretative stage in which he sees more clearly what the facts mean and what relationships are involved, and an adjustment stage in which he translates his new insights into behavior. These stages do not occur in distinct one, two, three order, but are present in any successful short contact or longer series of interviews.

The counseling process is a "joint quest." The student's responsibility is to try to understand himself and the direction in

which he should go and to gain self-confidence in handling problems as they arise. The counselor's responsibility is to assist in this process whenever the student needs and is ready for help. The counselor serves as a kind of key that unlocks new insights; he is not the center of the counseling process. He listens far more than he talks. He helps to clarify ideas that the student has chosen to bring out into the open. Counseling is "listening guided by understanding"—understanding of the individual and of opportunities for his best development.

The nature of a particular counseling experience varies as do the individuals who come to the counselor. A few need definite information that the counselor can give. Many want the opportunity to think through their long-range educational and vocational plans. A surprisingly large number who come with vocational or educational guidance problems soon reveal, spontaneously, without any dangerous probing by the counselor, emotional difficulties that require expert counseling. A few of these turn out to be in need of psychiatric treatment and a referral must be made. A still smaller number cannot live at peace with themselves and with others until they have had the help of a psychoanalyst in bringing to the surface the original hidden source of their conflict, and living through it emotionally again.

If a counselor follows the student's lead and is sensitive to what he is thinking and feeling, he frequently discovers that it is not educational guidance on which the student most needs help. Although choice of course or vocation is the alleged reason that has brought the student to the counselor, his real concern is his relationship with his mother or father, his feeling of social inadequacy, some event in the past that is still disturbing him, or one or more inner conflicts that must be resolved before he can make or follow educational plans. This being the case, the counselor must guard against preclassifying a particular interview as educational or vocational guidance and proceeding in any set way on that assumption.

WHO SHOULD HAVE COUNSELING SERVICE?

Although the counselor cannot make progress until the individual recognizes his need for help and is ready to take responsibility, the fact remains that many students in any school or college who need help do not come of their own accord to counselors. Thus, when the counselor's time is limited, he faces the problem of whom to help. Shall he plan to interview all the students in the institution? All who are referred? All who come voluntarily? Only those who want help, who have enough mental ability and emotional stability to think through their problems of adjustment, and whose environment does not block their efforts? Obviously, the counselor can accomplish most with the last-mentioned group. His responsibility, however, is to make sure that every student, whether he expresses readiness for help or not, makes sound educational plans and progresses in his education. Therefore he is wise to build a competent group of faculty advisers who will each work with a small group of students along developmental guidance lines and refer to him the more complex counseling problems.

INFLUENCE OF SCHOOL PHILOSOPHY AND POLICIES

The counseling process is also influenced by the philosophy and policies of the school. In many of the interviews reported in Chapters Six and Seven, the problem has been created by an insecure authority that tries to maintain the illusion for itself and for the student that it is all-knowing. Under authoritarian conditions, the counselor regards students' questioning of authority and nonconformity as symptoms of maladjustment—of the student, not of the school. Pseudo-arguments and subtle threats come into play. Real problems are sidestepped because the prevalent educational philosophy does not allow for flexibility conducive to exploration of the facts in the case. In other

words, a philosophy demanding conformance above other values prevents the counselor from centering his attention on the student's unfolding potentialities.

The school atmosphere, whether authoritarian or democratic, clings to the counselor. Thus students usually come to a counselor with certain expectations and reservations. They expect him to play a certain role. It is difficult, indeed, for a counselor whom students think of as a "disciplinarian" to encourage a student to talk freely. The wise counselor will recognize the student's expectation of him and vary his initial approach accordingly. Further, he will be constantly sensitive to how the student is feeling and shift from his initial role as necessary. If the counselor is qualified, he may shift from the role of educational to psychological counselor. It is rarely wise, however, for the counselor to become involved in an intimate friendship that may legitimately make demands, which he cannot meet.

PERSONALITY OF THE COUNSELOR

This is not to say that the counselor should not be a friendly person. In the counseling situation he must be himself, but not impose himself. He can counsel effectively only in his own best way. Some persons cannot be successful counselors because they have too strong a need within themselves to dominate others, while a smaller number are so lacking in self-confidence that they arouse a feeling of insecurity in their clients. The counselor's understanding of his students seldom goes deeper than his understanding of himself. As he works with others, however, he continually learns more about himself.

His warmth and personality, his philosophy and point of view influence the role he plays in the interview. If he believes the purpose of educational guidance is to secure conformity to present school standards—"to fit the child to the school"—he will employ personal appeals and influence, persuasion, cajolery, arguments, advice, or threats to that end. If he believes the

purpose of educational guidance is to help students discover and develop the best that is in them, he will encourage them to shoulder their share of responsibility for the process. It is impossible to separate the personality of the counselor from the counseling process. For this reason the personal characteristics of the counselor are of first importance.

RELATION OF INFORMATION AND TECHNICS TO COUNSELING

In order to play his role most effectively, the counselor needs information about the individual being counseled and about educational and vocational opportunities. With this background of knowledge, he can be at ease with his client. He feels free to listen with undivided attention and to encourage the student to express his views. He is able to interpret the student's remarks in the light of all the circumstances, and to strengthen the more realistic trends in his thinking. It seems obvious that effective counseling grows out of knowledge, not out of ignorance.

Knowledge about the student and about educational opportunities and vocations, however, will not insure effective counseling. In fact, it may be detrimental, if it distracts the counselor's attention from the student himself. This frequently happens when the counselor has already made up his mind that a certain educational program is best for the student and lets this pre-judgment prevent him from seeing the situation through the student's eyes.

No one would question the value of the counselee's taking the initiative and making plans and decisions. The question arising here concerns the role of knowledge—How much does the knowledge of the individual obtained from records, tests, and the counselor's interpretation of interviews aid in the counseling process? How valid is self-knowledge as compared with these counselor-controlled sources of information?

Similarly, a technic that is conceived as an end in itself may

interfere with the counseling process. Study habit inventories, tests, and aids to interviewing are tools to serve the student, not instruments to be wielded indiscriminately by the counselor. When the student feels a need for any of these aids, he may use them effectively to supplement, objectify, reinforce, or contradict his introspective efforts. Thus used, technics take their rightful place as instruments of educational guidance, whose true end is the development of the individual being counseled.

NONDIRECTIVE–DIRECTIVE SCALE

In the interview the counselor may play a more or less active role:

1. He may merely reflect the student's own feeling and thinking, repeating the student's words and murmuring noncommittal "uh-huhs." For example, if the student says, "I'm terrible in arithmetic. It is so hard for me. I just don't understand it. The teacher is nice, but I can't get it," the counselor may respond, "You just don't understand it?" Or later, in the same interview, when the student says, "I hate to let on that I don't understand," the counselor may make the comment, "You don't want the other boys and girls to know you don't understand." Since the counselor cannot repeat everything the student says, he is "directive" insofar as he selects items that he thinks should be given emphasis or reconsidered. Thus the counselor subtly guides the student's thinking, giving it focus and direction, and sometimes preventing his thoughts from going round and round in circles.
2. The counselor may serve as a resource to the student. When the student comes to an impasse in his own self-analysis and feels the need for evidence outside himself, he may turn to the counselor with requests for testing; for information about schools, colleges, and vocations; or for interpretation of the relation of school marks, test results, and case history

data to his educational and vocational plans. For example, a senior high school student wanted more than anything else to find out whether she could reach the top in art or literature. At the same time she showed a vehement resistance to discussing personal problems. In this case, the McAdory Art Appreciation Test, the Bellevue-Wechsler, and the Rorschach test were given for the following purposes.

a. To satisfy the student's expectation of the counseling procedure.
b. To strengthen her self-confidence by providing additional evidence of her good qualities.
c. To provide a starting point for informal client-centered interviewing.

These purposes were realized in a series of six contacts. In several cases reported in the next chapter, students sought the counselor chiefly as a source of information on where to obtain preparation for different kinds of work.

3. In the first two descriptions of the counselor's possible role, the student being counseled takes responsibility for using the interview time and the counselor in the way that seems best to him. To the person thus counseled, it sometimes seems as though the counselor is throwing the whole burden on him. This may be either challenging or frustrating. In his third role, the counselor more or less shifts the center of responsibility to himself. By means of interpretations and questions, he steers the student's thinking. The majority of actual interviews include many examples of direction on the part of the counselor. There are (a) questions that are asked to clarify the situation for the student and for the counselor: "What do you mean when you say there's something wrong?" "How do you feel about it?" (b) questions that suggest an interpretation or relationship to the student: "So you feel that the people you know now are not *your* friends, but your brother's?" (c) questions that lead the student to explore aspects of the problem he has not yet

recognized: "Do you plan to work this summer?" "Do you know about other types of education—trade schools, for example?" (d) questions or comments summarizing the student's expressed point of view: "You want to get into the kind of work you'd enjoy and be really successful in?" and (e) interpretations going beyond the student's present understanding of the situation: "And you feel doing some hard, worth-while work is the thing you've missed in life?"

If the counselor ventures to direct the student's exploration in these ways, he must be quite sure that he is right in his interpretation and that the student is ready for it. This is a grave responsibility. It presupposes a comprehensive knowledge of the person and his environment. Certainly such questions and comments should be deferred until the student has had a chance to express the way he looks at the situation and the way he feels about it. The counselor may find that many of the questions he would ask are answered in this preliminary stage, and that only a reflection or reaffirmation of the student's own sound points of view is necessary.

4. The counselor may go further in the direction of imposing his point of view upon the student and become aggressively directive. He may give advice: "And get suggestions about efficient study methods from your math and chemistry instructors." He may try to persuade the student to follow a certain course of action: "What we want is two full hours of home study, of the best quality you're capable of. If you can get 90 per cent in algebra, I think you could be one of the outstanding scholars in the school and perhaps get a state scholarship." He may even use threats of dismissal from school or deprivation of the few activities that the student really enjoys.

Granted that the role of the counselor is to help the student get a clearer idea of his more acceptable self and how to realize

it, will this aim not be accomplished better if counseling is a "joint quest"? If the counselor plays a purely passive role, what does the student gain other than release of tension through talking and the stimulus to good thinking that comes from having a listener? These are important values, to be sure, but they would be enhanced by a more versatile and creative counselor who could meet more varied needs.

The present movement in counseling is rightly in the direction of the "client-centered approach," which Carl Rogers has so effectively publicized. It would be unfortunate, however, to substitute a technic for sensitivity to individual idiosyncrasies, to neglect cumulative records and case history data until it is too late to use them effectively, or to fail to respond to the individual student's need for direction. Although many examples may be given of counselor-dominated interviews in which the student's real problem is never touched, other interviews may be cited in which the student is left with a sense of futility and bewilderment that might have been prevented had the counselor taken a more active part in helping him to obtain a sound basis for his plans.

LIMITATIONS OF THE CLIENT-CENTERED APPROACH

The counselor begins with the assumption expressed in 1837 by Ralph Waldo Emerson in *The American Scholar:* "Help must come from the bosom alone. . . . The world is nothing, the man is all; in yourself is the law of all nature. . . . [Have] confidence in the unsearched might of man." In other words, each student has within himself the capacity to guide himself. Certainly, a student who has lived twelve to sixteen years should know a great deal about his abilities, his interests, his satisfactions, and his limitations. In many cases, he will be able to make an accurate appraisal and to formulate adequate plans.

But this is not always so. An individual's idea of himself may have become distorted in many ways, as, for example, by having

parents or teachers whose level of aspiration for him was too high or too low, by being in classes of superior children, where he gained an unwarranted sense of failure, or in classes of retarded children, where he acquired an equally unwarranted sense of superiority. He may have acquired a pervasive sense of inferiority by having failed to learn to read or do arithmetic in the lower grades, or by having had a gifted brother or sister with whom he was constantly compared unfavorably. Thus it often happens that students do not really "know themselves." Their appraisal of themselves, however inaccurate, is important for the counselor to know, but it is not a firm foundation on which to build educational and vocational plans. In these cases the student and the counselor may enlist the aid of tests and other technics in order to obtain a truer picture.

In other cases low mentality or emotional mechanisms may prevent an individual from making an accurate appraisal of himself.[1] It is difficult to see how the counselor could make much progress with these cases by merely listening and "reflecting." He needs crucial evidence as to the individual's trend in mental growth, whether a trend toward deterioration is likely to continue, what vocations are open to him, what institutions he could attend. In one case of an adolescent boy a series of Binet tests given over a period of years showed an increase in I.Q. from 49 to 52 to 59. The trend in the Rorschach, however, over the same period indicated deterioration—less evidence of self-criticism, less complex achievement, less effort to maintain his individuality, and a more definitely childish performance. The medical history showed an acute infection at three years of age, which may have been the beginning of a latent or continuous encephalitis. This case is mentioned to emphasize the point that occasionally it is impossible for the individual to carry the responsibility for his own guidance.

[1] It is even more difficult for parents of mentally defective children to accept the fact of their child's handicap They cherish his every evidence of ability and cling to the hope that he will outgrow his limitations or change miraculously at adolescence.

THE ROLE OF THE COUNSELOR

Recognizing these individual differences the counselor will encourage the student to take the initiative and to go as far as he can in discovering and developing his potentialities, using resources within himself and in his environment. As the counselor listens, he is intent on understanding the student as he reveals himself through conversation and bodily movements. He is alert to recognize and follow significant clues. When the individual shows inability to go further, or enters a blind alley, or starts off on an obviously wrong road, the counselor will give him the assistance he needs. This assistance may take the subtle form of emphasis of his good ideas, or the more obviously directive form of questions, interpretations, information, or suggestions. However, the counselor should guard against manipulating persons—getting them in subtle ways to do what he wants them to do. It is better for him to make suggestions frankly, when the student indicates readiness to accept them. Some students seek clarification of their problems by getting the viewpoint of another person, for the individual must adjust to society as well as to himself. Many persons ask for advice. But advice is not effective unless it arises out of the counselor's adequate interpretation and understanding of the situation and unless the student is ready to accept it. Even the best ready-made plan, moreover, does not result in the understanding and conviction that are likely to accompany a plan the student has thought through by himself.

PRINCIPLES OF COUNSELING MADE CONCRETE

The reports of interviews that follow are concrete illustrations of some of these principles of counseling. The reports are based on actual interviews, but are modified sufficiently to prevent identification of any individual. They represent common

practice rather than the ideal. It is impossible, of course, to convey to the reader the extra-verbal communication that goes on between two persons in an interview and is so important. An interview may be almost incoherent intellectually, and yet be very significant to the individual.

These reports of interviews will be most useful as a basis for discussion and criticism and as a means of sensitizing teachers and counselors to good and bad features of educational guidance. They should encourage thoughtful consideration of the underlying theory and principles of educational guidance. The first group of interviews, in Chapter Six, are with junior and senior high school students; the second, in Chapter Seven, with college students and adults.

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Chapter VI *Educational Guidance During High School Years*

THIS GROUP OF REPORTED INTERVIEWS ILLUSstrates a number of approaches to common problems of educational counseling. The first brief interview is so obviously bad that it would be rejected immediately. The others have a mixture of good and poor features and cover a range of interviewing situations from the beginning of the junior high school through the senior high school.

It is suggested that the reader will profit most by following these steps:

1. After reading the introductory paragraph only, construct in your own mind the kind of interview you might hold in the situation described.
2. Read the interview as reported.
3. Analyze the good and the poor features and note places where you would have responded differently had you been the counselor.
4. Read the critical comments, turning back to the interview as necessary to reconsider a particular point. The critical comments do not represent the last word. The reader may not agree with them; he may have another point of view as sound as that expressed in the book. The author's aim is not to tell the reader what to think, but rather to suggest how to think about a variety of common interview situations.

FAILURE VIEWED AS A CRIME

A ninth-grade boy, whose mother had previously come to the vice principal because she was worried about his poor school work, was called to the principal's office. The vice principal had been told about the boy's bad behavior in class, but knew little else about him and had only ten minutes in which to talk with him.

V. P. I wonder what's the matter that you get English and mathematics mixed. Why did you bring your English book into algebra class? Your mother told me that—that's rudeness. You ought to know better. Another thing—if you had a definite appointment with a teacher, why weren't you there?

S. I couldn't get here.

V. P. Why not? Haven't you an alarm clock? You're just plain lazy. Your parents don't know what to do about it, and I don't know what to do either. How many times have you gone to Miss S— for help at three o'clock? Have you gone out for basketball? Perhaps you'd have more pep if you did. I think it's a shame for a boy in high school to have to have his mother come up, don't you?

S. Yes.

V. P. I've been told you have brains. I don't know whether you have or not. Can you do the algebra?

S. I don't know.

V. P. Well, I know you can do it. From now until things are going better I want you to stay as long as Miss S— stays, and work there with her. One of your marks was 30 per cent, another 42 per cent. That means from now on you've got to have an average of 82 per cent to get through. Your mother was disgusted with the whole business. I was, too. Are you very clear what you are to do? Every day at three o'clock, stay with Miss S—. Bring me a note when you leave. If I gave you a five-dollar bill and you tore it up, there would be something wrong mentally. I don't know whether there's something wrong with you mentally. Here's Miss S— willing to give her time, which you would pay two to four dollars an hour for outside. Now get busy right away. Did you study algebra last night?

S. I left it for this period.

V. P. That's no way to do—to leave your hardest subject for a study period when you are likely to have interruptions.

The only positive thing that could be said about this interview is that the interviewer was being himself. But since he lacks the right personality for counseling, he violated practically all the other important principles of counseling:

He made no attempt to listen, to understand, or to see things from the boy's point of view.
He increased the boy's sense of inferiority and probably his antagonism to school.
He gave him no opportunity to take the initiative in working out a better program.
He referred him for help in a manner that was likely to defeat the service the teacher was attempting to offer.
His attitude was that of a "tearer-downer" rather than a 'builder-upper."

A BOY WHO SEES LITTLE VALUE IN SCHOOL SUBJECTS

Jim, a boy in the 9B grade, is taking the commercial course. His age is fifteen years; his I Q., according to the Binet test, is 88. A foreign language is spoken in his home most of the time; very little English is used The economic status of his home is good. Jim's vocational ambition is to take over his father's business.

Counseling contacts with Jim began when he was sent to the principal's office with the request that he be transferred to another school. The following is typical of the reports sent in by his teachers.

"Jim B. does absolutely no work in my class. He never even brings a book to class. A few days ago I spoke to him about it, and asked him if he was going to sit here all the term and do nothing. He replied, 'That is my intention.'

"Yesterday when I detained my class for disorder, he got up and walked out.

"I don't see any use of his staying here, and certainly, when I keep him in detention, he must be required to stay.

Signed,
B. S."

Jim B. was referred by the principal to the counselor. The first interview was as follows:

Jim B.: Mr. T— told me to bring these to you (statements from all of his teachers). Here, read what they say about me.

Counselor: (Reads teachers' comments, all very much like the one quoted on page 120. Finds one favorable detail.) I see Mr. M— says you're an out-and-out sort of person, never sly or underhanded. He seems to admire that quality. I do, too. We need more honest people in business.

J. I'm going into business—take over my father's business.

C. Your father's done pretty well in business?

J. My father and brothers are doing all right, and they didn't go to school as long as I have. Why should I spend time studying a lot of stuff I'm not interested in? I don't mean to study.

C. Since your father has built up a good business without having much education, you think you can do the same?

J. Yeah. I could help my father now, if they [the school authorities] would let me. I help him make boxes and other things, but they won't let me do more, not until I'm sixteen years old. Then I can work.

C. That's true. And until you're sixteen, what do you think would be the smart thing to do?

J. I dunno.

C. Well, what do you need now to help your father run his business better?

J. I ought to be smart and work hard.

C. What do you mean by "smart"?

J. Know a lot of things.

C. Such as?

J. Figuring, making things, knowing ways of pleasing a customer.

C. That's true. Do any of your school subjects help?

J. Shop does. I always did like to work with tools. Math, too. Math is easy for me.

C. Math is easy for you, but the last test was hard?

J. Oh, everybody failed in that test. Only two passed. She goes too fast. She marks hard, too.

C. Would you like me to talk to Miss H— about that? I'll not say you told me, of course. I'm sure she would

go more slowly if she knew the class was having difficulty in keeping up.

J. Sure, that might help.

C. Now, what about English?

J. That's always been my hardest subject.

C. Naturally, it would be, when you speak another language most of the time at home. And it's hard to find time to study it, isn't it?

J. Yeah. I work in the store in the afternoon and up until about eight o'clock.

C. That leaves a short evening, doesn't it? Is there any way in which you can do some studying for each of your subjects?

J. I don't have any homework in shop. I could spend half an hour each day on science, math, and English.

C. Do you want to write that down as your evening schedule?

J. (Writes schedule) Let's tell Mr. T——.

C. Fine We can go down to his office now.

J. Mr. T——, we've got organized. (Shows schedule)

Mr. T.: That's good news. Let me know in a few days how it goes and I'll tell Mr. R—— (former principal whom Jim liked).

C. And suppose you come in and see me tomorrow, Jim, and tell me how the new schedule works.

The steps in this interview are sound, though telescoped too much. First, from among the many negative comments of the teachers, the counselor selects for emphasis the only one that is positive in nature. Thus he makes Jim feel that he has won some measure of approval and that he possesses some admirable qualities.

Second, the counselor picks up—but does not follow through—Jim's interest in his father's business. Jim is apparently ready to tell more about his father's business and how he sees himself fitting into it. But this topic is dropped too abruptly when the counselor shifts suddenly to the question of formal school requirements. This emphasis of the counselor, stemming from the need on the part of the school to have Jim fall in line, de-

tracts from the value of the more personal discussion. The counselor's shift is reflected in Jim's glib answer, "I ought to be smart and work hard." If Jim's performance is related to lack of interest, then this major problem should have been more thoroughly explored. Unless Jim finds a way of relating school work to what is most meaningful in his life, he will at best conform mechanically. Thus the personality-integrating aim of counseling would not be realized.

With less feeling of the pressure of time, this counselor could probably have been more successful in the third step of encouring Jim to work out for himself the relation of school to his outside interests and to say for himself what he thinks might be done. Fourth, the counselor provides for a follow-up. Even if Jim had made the plan, he would still have needed the counselor's support and follow-up. With students whose interest and home pressures pull and push them in different directions, the value of an effective preliminary conference is often minimized by inadequate follow-up.

The counselor has a wide responsibility in a school in which the faculty lacks insight into individual behavior. He is faced with the task of helping the teachers to appreciate the importance of maintaining a constructive attitude toward all their students. This attitude should be reflected in the comments recorded on personnel records. The comments of Jim's teachers are unfortunately characteristic of the negative attitudes of teachers who feel unequal to coping with students who deviate from the average of docile conformity.

A GIFTED GIRL FAILING IN ALGEBRA AND LATIN

Eleanor, a high school freshman, was failing in algebra and Latin, according to the first six weeks' report. Her marks in English and history were very high. On the Binet test given in the eighth grade her I.Q. was 140. She was asked to see the dean about her academic record. She comes from a cultured home in which she is treated as an adult.

Dean: Thank you for coming in, Eleanor, to see about your school work. You are making a rather unusual record—exceptionally good work in English and history and poor work in algebra and Latin. Perhaps together we can get at the explanation and arrive at a solution. How do you account for your good record in English and history?

Eleanor: I love to read. So the English doesn't seem like study at all. It's just what I'd like to do anyway. I'd like to be a writer myself some day, so I'm interested in the author's style, and the way he describes people and places—all the things we discuss in class. History is interesting, too. We talk a lot about current events at home and often I can tell about something I've read in history. I think we ought to know about mistakes and successes in the past in order to understand the present. And we've just *got* to understand the present or we'll have another war. That's why Vera Brittain studied history in Oxford—you know, in her book, *Testament of Youth.*

D. You have a very mature point of view, Eleanor. Many college students haven't thought things through so clearly as you already have. Now what about Latin?

E. It's a dead language. Absolutely dead. I can't see the slightest use for studying it, can you?

D. As I remember it, Vera Brittain used a good many Latin quotations in her book. Don't you often find references to Latin in the books you read?

E. Yes, but they're never necessary in order to get the sense of the book as a whole. It does annoy me a little, though, not to understand them.

D. That's a relatively unimportant reason for studying Latin, I suppose. But Cicero and Horace and Virgil and other Roman writers had a great deal to say that is still very significant today.

E. Yes, I know that's true, but I can read translations of what they say.

D. That's true, but you never get the meaning in quite the same way that you do if you read their own language.

E. But, Miss D——, to do that means *years* of study of the language. And I just don't think it's worth it.

D. You don't think it's worth it now, because you're in the beginning stage. But so many of the great writers keep

going back to the Latin and Greek they've studied as a source of inspiration.

E. They didn't have all the other books to read we have now—all the literature and history and science. They're more of an inspiration to me.

D. You've got a lot on your side, Eleanor. And I can't tell you to take Latin because it's required for high school graduation or, in most cases, for college entrance. Because it's not. Here's an announcement of the college in which you're interested. Let's see what it says. "All, or almost all, of the preparatory course should be composed of the subjects listed in the following four groups Variations of choice and emphasis are acceptable, although some work should be taken in each group." In the languages group, English, Latin, Greek, German, French, Spanish, other European or Oriental languages are mentioned, thus giving a wide range of choice. So, although you do not have to take Latin, you would, of course, get college credit for it if you continued with it. So the question seems to be, whether it's better to keep on now that you've started in the hope that it will have more significance for you as you begin to understand it better, or whether to drop it now and take something else. Suppose you think it over a little longer and talk it over at home. Now, although Latin isn't specifically required for entrance to most colleges today, two years of mathematics are, and algebra is the common freshman math. What's the trouble with algebra?

E. It doesn't have any human interest.

D. Your interest is definitely in people rather than in things or abstract ideas?

E. I'm not so sure about the abstract ideas. I like to discuss abstract ideas.

D. Algebra and geometry and the calculus all give exercise in dealing with abstract ideas. And thinking in math should carry over into thinking in the humanities.

E. Daddy is always saying that math would probably be good for me. And I just haven't been doing any work in it the last six weeks. I've spent the time doing more interesting things. And now, I'm so far behind I don't understand what's going on.

D. That's quite natural. Difficulties in math pile up as you go on without understanding what has gone before.

E. So I'd better go back and begin at the beginning. Mr. S— has been nice as can be. He said he would help me. And I guess I need help all right.

D. You'll probably get quite a thrill when you really begin to solve problems and see how all the factors contribute to the solution in a precise and inevitable way.

E. Like fate, isn't it?

D. (laughing) There's your human interest. Well, stop in in a few days and let me know what you've decided about Latin. I can see the algebra problem is as good as solved now.

This interview touches the core of a larger problem. Curriculum requirements in the average high school or college have "just growed"; they have not been set up to meet the needs of individuals. In some instances, they have been formulated on a preconceived theory about the nature of the individual; while in others they are the outgrowth of an educational tradition that has not been examined with reference to the needs of individual students.

An attempt to rationalize these requirements for Eleanor results in a forced and awkward interview. It would seem better for the counselor to face the fact that the structure of the high school curriculum and of college admission requirements is not related to the girl's point of view. If the counselor took the attitude that both she and Eleanor are up against formal requirements (as often happens in life) that seem to have lost their meaning in the historical trek from past to present, the interview might become an opportunity for Eleanor to learn something about thinking through and meeting the conditions imposed by school or society.

The problem for the counselor is not Eleanor's logical and reasonable objections to pursuing the study of Latin, but the fact that so many students are taking Latin with no question in their mind as to why they are taking it. Eleanor's resistance is

a tribute to her intelligence. It is a challenge to the curriculum of the school to reconsider what subjects would best fit a girl like Eleanor for life in a free society.

AN OPTIMISTIC VIEW OF DIFFICULTIES WITH ARITHMETIC

At fifteen years of age Dorothy entered junior high school. She was placed in the ninth grade Failing marks in most of her subjects had not quenched her enthusiasm for school. She had many friends and was reported by the homeroom teacher to be a most desirable member of the group. When asked, "Do you like this school?" she said, "Oh, yes. It's such a nice change from the school I used to go to—more fun, lots of interesting things going on. After a period, you get up and go to another class. It's swell."

Two intelligence tests—the Otis Self-Administering Tests of Mental Ability and the Revised Stanford-Binet Scale, Form L—indicated a mental age of about twelve years and an I Q. of about 75. Her reading test scores were correspondingly low. Her mother said, "Dorothy doesn't seem to have the ability of her sister, who is one year younger than she, and her brother, who is five years younger." Of her school subjects, arithmetic was causing the greatest difficulty. She tested fourth grade on the arithmetic section of the Stanford Achievement Test.

The following is an interview with Dorothy in which her school work was discussed in the light of the test information and teachers' marks and comments:

Counselor: I remember you said you'd like to come in again to talk about your school work.

Dorothy: Oh, sure.

C. What subjects are you taking?

D. Math, social studies, science (twice a week), and English.

C. Which do you like best?

D. Oh, I don't know. I don't like arithmetic—but I like school.

C. Are you having any difficulty?

D. Oh, yes. I'm terrible in arithmetic. (Her eyes filled with tears.) It is so hard for me. I just don't understand it. The teacher is nice, but I can't get it.

C. You just don't understand it?

D. Yes. I'm all mixed up with subtraction and long division. I really don't understand them, and we don't learn them in class. We mostly talk about geometry things and algebra. I hate to let on that I don't understand.

C. You don't want the other boys and girls to know you don't understand?

D. Yes, but some of the others don't understand either.

C. That's true. I teach a small group of boys and girls who have the same difficulties as you. In such a small group, I could give you individual help, and I'm sure we could straighten out your subtraction and long division. Would you like to come into this class?

D. Could I really? I sure would like to.

C. I'll try to arrange it today Come in to see me tomorrow and I'll tell you if we've been able to change your schedule.

The change in schedule was made in the office, and when Dorothy came in the next day, the counselor told her when and where the class met.

She was accepted by the group and began to gain in self-confidence as she learned to do subtraction and long division. She arranged to come in to the counselor after school for some extra help. One day later, in reply to the counselor's question "How is your arithmetic going?" Dorothy said, "Much better. I can do subtraction now. It's so easy. Before I was all mixed up. Now I understand how to subtract and how to prove the answer."

This was only the beginning of a series of interviews in which Dorothy gradually gained a realistic idea of what she could and could not do, and made her educational and vocational plans accordingly.

In the initial interview, short as it was, the counselor gave Dorothy a chance to speak of the difficulty that looked largest to her, and offered her the assistance that she needed. The decision as to whether or not she would join the remedial arithmetic class was left to Dorothy. As soon as she had expressed her eagerness to have this help, the counselor made all the necessary arrangements.

The remedial class was a piece of machinery that enabled the

counselor to help Dorothy. This device had been developed as a result of experience with other students—demonstrating how an able administrator with a flexible point of view can establish new forms of organization in response to individual students' needs.

Recognizing Dorothy's need for continued support, the counselor planned to continue these short interviews over an extended period of time, during which she could provide Dorothy with help in her other school subjects. Moreover, the counselor looked forward to helping Dorothy discover her real abilities and accept herself, and thus avoid many of the unhappy experiences of the child of below-average ability, who is misunderstood by her family and fellow students, and who is bewildered and confused by her lack of success.

THE NEED OF A PLACE TO STUDY

George is fifteen and a half years old; his Binet I.Q is 110. He is beginning the ninth-grade college preparatory course. His father is a skilled laborer. George came to the counselor voluntarily.

George: Mr. D——, are you busy?

Counselor: Not too busy to talk with you, George. What's bothering you?

G. It's history. I'm sure I'm going to fail.

C. What makes you think so?

G. I've tried so hard, but it's hopeless. I can't do anything about it.

C. Do you still work after school?

G. No, I gave that up last month, so I could study more, but I can't study on account of the kids. There's no quiet place at home. It's crowded with a dozen kids crying all the time. I'm the oldest. I try to help around the house. Nothing gets done unless I do it. I hate to worry Mom. She is worried about so many things. My brother was wounded in the Pacific. He's in a hospital down in Tennessee. He may never walk. Everything goes wrong.

C. You certainly have a lot to worry you, and are doing a great deal to help at home.

G. I'm doing all I can, but that isn't helping my school record.

C. It seems to be a problem of finding a quiet place to study.

G. Yes, that's it

C. How about spending three or four evening a week at the public library?

G. I did once And it would be all right with Mom. Funny, I didn't think of that before

C. And Mr. S——, the history teacher, would be glad to give you some tips as to the best methods of studying history so that you'll use your time to good advantage.

G. Thanks, Mr D——, I feel better already.

No doubt there is a great deal to be said for concrete suggestions to the young student, and without question they can be valuable in establishing a friendly relationship. In this short contact George not only obtained a helpful suggestion, which he immediately recognized as practical, but he may also have gained perspective on his complicated school and home situation and been cheered by the counselor's friendliness.

Failure in history was the problem that George presented as his reason for desiring a conference with the counselor. That this was only a symptom of his much deeper anxiety—concern over his entire home situation—is apparent early in the interview. George almost immediately poured forth an emotionally charged statement of conditions at home; and, in doing so, provided himself a certain measure of release from his anxiety and tenseness. At the same time, the counselor is given an amazing amount of insight into George's problems.

Immediately following the boy's outburst of anxiety, the counselor gave George some measure of reassurance in the statement, "You certainly have a lot to worry you, and are doing a great deal to help at home." Then, however, he chose to return to the more superficial aspect of George's problem. Perhaps he did this because he felt that George had released a considerable amount of his tension, and that further release at the time would give him the disquieting feeling that he had lost

stature. Perhaps the counselor intended to invite George to return at an early date when they could explore both his home and his school situation.

An insensitive use of advice and suggestion, however, may oversimplify a problem and block a full expression of the student's real cause for anxiety. George may have been focusing a more general anxiety on a school problem—forcing a larger problem into the narrower channel of a school difficulty. He may really have wanted to talk to the counselor about his tense home situation more than about his difficulty with history. Perhaps he felt neglected, perhaps his mother's concern with a large family plus the injury to his older brother had detracted from her interest in him, and he had therefore turned to his studies as a partial compensation. When the counselor responded only to the boy's expressed difficulty and offered the suggestion that he use the library for study, he, in effect, denied or oversimplified the larger problem and cut off further discussion. With a little encouragement, George might have talked more freely about his home relations and have come to understand himself and his family better. As it was, the counselor's haste in suggesting the library may have made George feel that having personal problems was an indication of inadequacy and that he had no right to take the counselor's time in talking about his anxiety and home relationships.

A little more time devoted to letting the boy talk freely would have shown the counselor whether George had a need to think through his family relations, or whether he was a sturdy boy carrying necessary home responsibilities and needing primarily the kind of practical help that the counselor gave.

A SHORT INITIAL INTERVIEW WITH A NEW PUPIL

This interview is between a boy and his tenth-grade counselor, whose time was so limited that he could give only about fifteen minutes to each interview. He had looked over the boy's cumulative record folder before the interview.

Counselor: Well, John, I see you come from S—— School. Are you getting acquainted here pretty well?

John: Yes, I met some boys in shop that I like.

C. Do you go around with them after school?

J. No, I work around the X—— plant and get about twenty-five cents whenever they are busy. I can't work there regularly until I am sixteen.

C. Do you like the work there?

J. It's all right, but I am going to get a trade.

C. What else do you do outside of school? I see your mother is working at night and your brothers are in grammar school. Do you get the dinner?

J. My mother gets dinner and then I warm up my father's dinner when he gets home. He works on the building they are putting up, moving beams, and unloading trucks. When I have time, I work on my coin collection or try to trade with somebody that has something in his collection that I haven't.

C. John, I have some foreign money that I have had for a long time. Since you indicated interest in coins on your personnel card, I thought you might like it for your collection.

J. Thanks a lot. I have two large-sized dollar bills but very little foreign money.

C. Doing good work in English, I see, John, and the algebra seems to be in good shape for a start. How about this next mark in materials of industry? That will have to improve.

J. Mr. C——, I think that's the wrong mark. Mr. B—— did not check all of my notebook.

C. Did you say anything to him about it?

J. Not yet, but I am going to tell him. I don't think it is the right mark.

C. John, do you know what a diplomat is?

J. No, sir.

C. I'll be John and you can be Mr. B——, and I want to get better grades in materials of industry.

C. (as John) "Mr. B——, here's my report card, and I want to see what I can do to keep all of my work up so that it will show that I am getting along and doing well in high school. What should I do in this class to improve?"

C. Now, John, do you know how a diplomat asks about his mark?

J. Yes, sir, I think I do. I'll see Mr. B—— at the end of class

C. Of course, you're not just working for good report card marks, but I suppose your mother likes to come home from working all night and know her boys are working hard in school all day. Come in at this time tomorrow and let me know what Mr. B—— says about your work

This interview developed around a framework built by the counselor. He had determined beforehand to touch on certain problems that are common to almost all students in their freshman year at high school. These include the formation of satisfying relationships with other students, learning to budget time wisely, the growth of outside interests, the development of good study habits, the ability to meet scholastic requirements, and the discovery of vocational interests. Because he had designed an underlying structure for his interview, the counselor was able to touch briefly upon these problems in relation to John's experiences. He learned that John had met several boys whom he liked, that he seemed to be more interested in his outside work than in school, that he had a hobby, and that both parents were working. These were all important leads that could not be developed adequately in the time available.

The counselor tried very hard to make this interview a success. He prepared for it by studying the data on John's card, thus familiarizing himself with the facts about John's family background and his hobbies. He made a special effort to have John feel his personal interest, even to the point of bringing coins for John's collection. He put his suggestions about a tactful approach to the teacher in an original and apparently effective form, and placed upon John the responsibility for reporting to him the results of the conference. As suggested above, he obtained significant information about John in this interview. This is, on the whole, a good example of the short, counselor-directed contact.

Yet the interview gives one the feeling that the counselor is handicapped by a basic philosophy that considers guidance as the servant of the school's policy. He seems to have seen the interview as a means of helping a pupil meet the school's formal requirements rather than as the comprehensive process of orientation to life. The counselor missed the opportunity to explore with John his vocational interests and abilities, and how his school subjects would tie in with preparation for a trade. Even his reference to the coin collection, and his offer to enlarge it, might not have established the best kind of rapport. Is rapport something that can be established outside the particular, on-the-spot concern of counselor and counselee? Probably not. Rapport is established when the client begins to understand the real function of the counselor and feels that the counselor understands his problem. Gratuitous personal interest outside the functional area of the interview may confuse the counselee as to the true nature of the help he can expect from the counselor, especially when the relationship is yet so new.

When time for counseling is so limited, it is necessary for the counselor to select his cases more carefully. Instead of having a routine interview with each pupil, he can count on the homeroom teachers, or other teacher-counselors, to help students with their minor adjustments to school and study thus saving his time for the pupils who most need help in orientation to school and life.

VOLUNTARY INTERVIEW WITH A FRESHMAN ENTERING A LARGE HIGH SCHOOL

Margaret: I just came in to see you because the other day at the meeting you said that if we didn't know what to do about things, we should come in to see you. We moved here from Pennsylvania and everything seems strange. I don't quite know how things are run here and I thought you could help me.

Counselor: I'd feel the same way myself, I'm sure, if I'd come to

such a large high school as this. How does our school seem different to you from your school in Pennsylvania?

M. Well, it's very much bigger here In my school in Pennsylvania, we had the same teacher all day. Miss Ryan was my teacher and we were all very fond of her. We have so many teachers here—a different one for each subject. Then I'm not sure whether I'm taking the right subjects. I have algebra, but I don't think I like algebra. And Mother thought maybe I should take French instead of Latin.

C. It's quite natural for you to wonder whether you are taking the right subjects. You had a chance, of course, to choose between the academic and the commercial courses, but you did not have much time or help in making your choice. You see, Margaret, algebra and a foreign language are two subjects that are usually included in the academic course for the first year, and you have chosen the academic. You remember the card that you filled out, don't you?

M. Yes, I remember. You see, Mother thought I ought to take the academic course because I think I'll go to college, and then if I didn't go, it would be all right anyway.

C Do you like going to school well enough to continue studying for so many years?

M. I guess I like going to school. I was absent only two days last year.

C. That's a splendid attendance record. Have you as good a record in other ways?

M. My marks were pretty good. I got 90 in history, and 85 in English, and 70 in arithmetic. Nobody in our family has been any good in arithmetic. Do I have to take a lot of math in high school?

C. Do you think two years is a lot of mathematics?

M. Two years? No, not so much.

C. In this high school two years of mathematics is required in the academic course. If you are planning to go to college, though, you should plan to take two an a half units. Most colleges require at least two for admission.

M. Oh, two and a half years! You have to? You couldn't put art in instead of that half year of math?

C. Yes, if you know that the college you want to go to requires only two years of mathematics. But you will be able to take some work in art, too. I'd be very much interested in seeing some of your art work. What kind of work have you done?

M. I like modeling in clay best. I could show you some of my animals. They are not very good, but I like it.

C. Please do bring them in. I'll be here all morning on Thursday. I'm sure the Studio Club would interest you. The sponsor of that club is very popular. They meet on Wednesday afternoon at three o'clock in Room 326. Let me jot it down for you. (Counselor writes time and place of meeting on piece of paper)

M. I think I'd like to join that club.

C. That's fine, Margaret. Tell me on Thursday how you liked the first meeting. But perhaps now you'll tell me something about algebra.

M. That algebra is funny I don't understand this x and y business, and I have so much homework in the other subjects I don't have enough time to study it. I don't like to study it much anyway because I don't understand it

C. x and y do sound mysterious until you realize that they are a kind of shorthand. They are symbols which we use in place of words and phrases. For example, n may represent any unknown number we are thinking of, or x and y may be used to represent two different unknown numbers.

M. Oh, it's another kind of language.

C. Yes, someone has called it size language. Whenever you begin to feel all at sea in any subject, ask your teacher for help. Don't wait too long. The teachers want their students to understand and like their subjects, you know. If you were a teacher, wouldn't you feel the same way? It's very much pleasanter for a teacher to send a student home with a good report card than with a poor one. If you don't clear up the difficult points with teachers, you will have to spend much more time than you ought to on one particular subject.

M. How much time should I spend on algebra?

C. That's hard to say exactly, but I think this is true: If you study algebra long enough in the beginning of the semester so that you really understand it, it becomes easier as you go along, and then you will need to spend less time than you did at first. Could you describe briefly how you go about doing your homework, Margaret?

M. Well, when I go home, my mother generally has some errands for me to do, and then I play with friends awhile until suppertime. We have supper about half past six because that's when my father comes home. Then sometimes my mother asks me to help with the dishes and sometimes she doesn't. I listen to the radio awhile and then study until bedtime.

C. I'm glad you play awhile after school and have already found friends in your neighborhood. I wonder, though, whether you could possibly find time to study one subject before supper.

M. I guess I could find half an hour anyway.

C. Good. You can sometimes accomplish quite a bit in a half hour if you get down to work promptly.

M. I'll try that. What do you think about taking French instead of Latin? I'd like to take French because my girl friend can talk French. She says "Good morning" and everything in French. And you don't talk Latin.

C. You know, Margaret, since you are in the academic course, you will take another language later in the course. French was built from Latin, and some knowledge of Latin should make the study of French a little easier. Wouldn't it be wiser to continue Latin since you've missed over a week's work in French and might find it difficult to catch up with the rest of the class?

M. I suppose so. It will be more fun to take French, though, I think.

C. It's a good idea to look ahead. I'd like you to come in again a little later this term so that we can plan your high school program in greater detail. In the meantime, suppose you continue with the four subjects that you are taking now, and later we'll try to plan your course so that you can get some work in art and also

> prepare for college, if that seems best I'll look forward to seeing you on Thursday, and hearing about the art club, and finding out whether algebra is becoming less mysterious to you, and whether your idea of studying a half hour before supper is really practical I have a feeling that you'll be happy here at Central High School and that we'll be happy to have you with us.

What was accomplished in this interview? Undoubtedly, Margaret felt less lonesome after talking with a friendly and sympathetic person. In addition, she received help of a specific nature —the time and place of the next meeting of the Studio Club where she could find not only an outlet for her interests and talents, but, what was more important to her as a newcomer to the school, new friends. Advice about study habits and recognition of the importance of long-range program planning may also have been helpful. This kind of interview may have supplied all the counseling a well-adjusted new student needed.

Part of a student's successful adjustment lies in learning to listen and to assimilate other persons' points of view. Margaret needs to learn to resolve what "the counselor thinks" and what "her mother thinks" into a decision that she arrives at herself. Thus, it is sometimes desirable for a counselor to say forthrightly, "I think thus and so," and then explore the differences with the girl or boy. Between interviews he or she is likely to continue to think along the lines begun in the interview.

Margaret does not know why she should take the prescribed subjects, and she does not feel able to decide which subjects to take. Her predicament is one which learned committees such as the Educational Policy Commission, the Harvard Committee and the Columbia Committee have been trying to resolve. Although the counselor's stating of college requirements supplied additional facts that she must consider, it did not give her a sound basis for making fundamental choices. Her reasons for wanting to go to college, her plans, abilities, talents, and inclinations are much better bases for decision making.

AN "ENTERING WEDGE"

Ella—a "silent" Russian girl (as far as teachers were concerned)—was a ringleader among the rebellious girls She was stocky in build, rosy cheeked. Her jaws were well developed from persistent gum chewing, and her eyebrows were weeded to a single line. Behind a defensive attitude occasionally gleamed a wistfulness, hidden promptly if she became aware of anyone's observation. She was referred to the dean by the District Case Worker for the Red Cross with these words. "Ella interests us She's up against a lot at home; parents speak no English, finances are bad; brother is delinquent; girl has been reported to be frequenting public dance halls with doubtful escorts. We can't talk to her—she won't say a word to a one of us for she has a fear of 'organizations.' Can you help us drive in a wedge?"

The dean waited for a few days before she saw her opportunity to walk on Ella's ground. She asked her to stop a minute after class.

Dean: I saw you at the play, *What Every Woman Knows,* last night, Ella. Did you enjoy it?

Ella: Yes.

D. I was so delighted with the play that I've been waiting to talk to someone about it. I've wanted to quote Maggie all day. Do you remember Maggie's line about Woman being made from Man's funny bone?

E. I thought I'd die at that one! Do you remember the time she let him try to write his speech alone? Me an' Joe nearly fell outer our seats at that one. Joe thought it was a dumb show—no pretty girls or dancing, and a lot a Scotch talk—but I liked it—sorta. (After this extraordinarily long speech, her face fairly froze with self-consciousness, and the dean feared she'd retreat again.)

D. Did you know that the leading lady, Janet Young, used to live here, and went to school at the X— Academy?

E. Did she?

The dean elaborated a bit on her knowledge of the leading lady, and her connections in the town; then she felt she had started Ella on a line of thought that interested her. The dean would never have dreamed that Ella was interested in dramatics if she had not seen her at the theater. It was by accident that the "boy friend" took her to

the play, thinking by the title that it might be "racy." After the discussion, the dean asked Ella if she was going her way. They left the school together and Ella had no way of avoiding walking with her. All of a sudden the girl burst out:

"Gee! I'm crazy about dramatics"

It had never occurred to the dean that Ella might be dependable enough to help on the forthcoming student body play, but it was a chance worth taking, so she asked her if she would like to take charge of the stage setting and work with her to get good effects. They were at the corner where Ella turned to go home. She seemed doubtful about her enthusiasm, and with great dignity said she'd "think it over."

The wedge was in, however Through Ella's love for bright and colorful settings and her interest in dramatics, the dean became acquainted with Ella and was able to maintain a constructive, friendly relation with her all the time she was in high school.

Educational guidance may begin far away from the problems of choosing a curriculum or a college or doing better in school work. In this case, Ella's role as ringleader and the report of her social behavior brought her to the dean's office. This kind of problem is very common and troubling to the counselor. The dean tried to find some interest that would serve as a foundation for building a good relationship with the girl, and also some interest in a wholesome activity. She was lucky, and her approach proved to be successful on both counts.

However, pupils like Ella are very wary about being seduced into a relationship with anyone whom they view as being in authority. Sometimes it is better to start with what is uppermost in the pupil's mind and hale him into the office as a result of a misdeed. He expects punishment. He is allowed to continue to expect it throughout the interview; nothing like "I'm not going to punish you" is said. But the counselor never exercises his power. Instead he takes a warm interest in the pupil. Thus treated, the pupil may either burst into tears or become more hostile. Both these reactions are springboards to a new concept of authority. The counselor tries to help the in-

dividual to understand his hostility or his tears. Both are complex reactions, but understandable. He may cry because of guilt and self-hate. It is his way of saying, "I don't deserve this in the light of what I was expecting from you and feeling toward you." The hostility amounts to the same thing. In effect, he is saying, "Let's keep this straight. It is disturbing to me to have you upset my feeling about you." Both reactions are an opening wedge to a real reorientation of the rebellious boy or girl.

In the interview reported here, the dean worked on the more superficial, but immediately useful level of finding approved substitutes for the activities in which Ella had been engaging. The interest in dramatics itself, rather than the interview, was the therapeutic agent. The deeper problem of the cause of her rebelliousness remained unsolved.

POOR ACADEMIC WORK AS RELATED TO VOCATIONAL PLANS

Beth entered high school in February, a graduate of a junior high school. She was fifteen years old and had a Binet I.Q. of 95. She had firmly decided to take the science course and to become a nurse. The homeroom teacher described her as ambitious and high-strung, but cheerful and rather winsome. She was permitted to continue her course the first semester despite low marks. But before the second semester was half over, her marks were approaching failure, and the grade adviser realized that she had made a serious mistake. She asked Beth to see her.

Beth: You want to see me, Miss —?

Adviser: I see geometry on your program. That's a difficult subject.

B. Yes, I must have it for my science course. And I must take the science course for nurse's training.

A. What made you decide you wanted to be a nurse?

B. Oh, so many girls are doing it, and nurses look so nice in their white uniforms And I don't like office work and I don't want to be a beauty operator. I have no patience fussing with hair.

A. Have you found out whether you could get into nursing school—what the requirements are?

B. No, except that one must take the science course.

A. Most hospitals require a high school average of 85, or that the student be in the upper one third of her high school class.

B. Oh, my, so high! Maybe I'll make that average in my senior year.

A. But, Beth, the average of 85 is for the three or four years of high school, not just one year.

B. Well, if I failed geometry, I could take it over in summer school and that would raise my average.

A. I admire your stick-to-it-iveness, but sometimes it's necessary to face the facts and not attempt the impossible. What really are the chances of your raising your present high school average? Can you study harder than you are now doing?

B. I don't see how I could. My grandmother lives with us. She is seventy-nine and has always done the work, but she is not so well any more. Mother supports my sister who is twenty-two. She is so nervous; she can't keep a job. I can't get along with her. My little brother is nice; he's nine. My mother and father were divorced ten years ago, so my mother has to support us.—But I'll work hard on geometry. If I fail, I'll take it over.

A. What were your grades before you came here?

B. Oh, you see, Miss ——, we have moved so much, it has always been rather hard in school. I've managed to pass all but once. That was in 5B; we moved three times that semester.

A. That certainly would make studying difficult. Suppose you do your best in the subjects you're now taking, get suggestions from your teachers as to best methods of studying, find as much time for studying as possible. At the same time, you might be thinking of other kinds of work that wouldn't require such high marks or such difficult subjects as geometry. For example, this notice of training for practical nurse came in the mail this morning. I wish you would read it and let your mother see it also. You are so interested in nursing that maybe you would like to take this eight-month practical nurse's course.

B. No, I want to work in a hospital. My mother did some practical nursing; one practical nurse in the family is

enough. But I'll read it anyway and bring it back tomorrow morning, if my mother gets home tonight in time to read it.

A. Later in the term could your mother come in and talk with us? We need her help in planning ahead, don't we?

B Yes, she could come in, for she gets off every other day at two o'clock.

During the semester, Beth convinced herself that, study as hard as she would, she could not meet the requirements for entering a school of nursing. The next term she planned to take courses in homemaking, home nursing, and typing, in addition to the required English and history and the course in chemistry which she still wanted to take. She became much interested in home economics and began thinking about taking a job as waitress or salad girl in a high-class cafeteria.

Perhaps of all the interviews related to educational guidance, the interview with the failing student is the most difficult and yet the most often encountered. The failing student is usually a pathetic picture—lacking security, ego satisfaction, and approval. Usually he finds himself subjected to the criticism of his parents, the exhortations of his teachers, and harassing doubts about his abilities.

A student sometimes fails because he has attempted work beyond his capacities—many times in the effort to please his parents. Again, he may fail because he has not learned how to organize his time, his work, and his abilities. The counselor seeking to help unravel his problems will need to be at once sympathetic, tactful, and practical.

Unfortunately for Beth, her adviser handled the interview about her grades ineffectually. Beth is made to feel defensive almost immediately by the brusqueness of the counselor's questions and comments. The questions are shot forth without any apparent relativity to each other: "What made you decide you wanted to be a nurse?" "Have you found out whether you could get into nursing school—what the requirements are?" Beth reveals a pitifully inadequate home situation, but the adviser ignores it and continues her preconceived plan for the inter-

view with the question: "What were your grades before you came here?" Certainly Beth cannot help feeling that the adviser feels little sympathy for her.

The adviser's suggestions to Beth are extremely stereotyped. She says, "Get suggestions from your teachers as to best methods of studying." This gives Beth a responsibility that she is unequal to, faced as she is already with the invisible barrier of failure between herself and her teachers. In this connection, too, it should be remembered that subject teachers often do not offer sound, practical help about improved study habits. Without helping her to find more time for study, the adviser urges Beth to "find as much time as possible for studying." Rather than giving her the pamphlet that "came in the mail this morning," the adviser might have discussed with Beth the important work that practical nurses are doing, and the need for them. It is especially important when helping a student see the need for lowering his vocational aim to accord every possible prestige to the new goal. No effort is made in this direction by Beth's adviser. At best, the adviser seems a person who is going through the motions of counseling. At worst, by her preoccupation with the scholastic aspect, she has made it impossible for Beth to get a more hopeful idea of herself.

The weakness of this counseling may be summed up in what might be called Beth's scholastic epitaph: "During the semester Beth convinced herself that, study as hard as she would, she could not meet the requirements for entering a school of nursing."

AN ADOLESCENT BOY OF FOREIGN PARENTAGE WHO IS WITHDRAWING FROM AN UNSATISFACTORY SCHOOL EXPERIENCE

Tony was fifteen and a half years old and in the ninth grade, taking English, French, biology, algebra, and gymnasium. He received failing marks in algebra and French, and C in the

other three subjects. His absence was excessive—thirty-six days in one term. Teachers reported "unwillingness to do any work that involved outside preparation," "never even pretends to do any work, just sits there when he is present," "seldom recites," "attentive most of the time, but is restless occasionally."

On three group intelligence tests—two forms of the Otis Self-Administering Test and Form A of the Henmon–Nelson Test of Mental Ability—his I.Q. was reported as 85, 92, and 92. On the Meyer-Ruch Achievement Test, Form A, Tony's score was 31 and his percentile rank, 54, in a group of four hundred ninth-grade pupils.

Although at this time English was the language spoken in Tony's home, until he was ten both Italian and English had been spoken. Both of Tony's parents were employed and left home before Tony went to school in the morning. While both were hard-working and sincere, the mother was by far the more dominant personality and assumed responsibility for rearing her six sons, a care which her more passive husband left willingly to her. Tony was the third oldest among the six boys. The oldest, Tom, had left high school after attending three years and was at present a truck driver. The second oldest, eighteen, left school while in the ninth grade. The three remaining boys, thirteen, eleven, and six respectively, were still in school. The thirteen-year-old was in the eighth grade; the eleven-year-old in the sixth grade.

The following is Tony's account of the way he spent his days:

Monday, December 2.

Got up at 8:30, washed, brushed teeth, combed, finished fifteen minutes before 9:00, had breakfast, and at 9:00 went to school. Had study period in the office at 10:00; I studied my English and French; had biology at 11:30. I went home for lunch, at five minutes before 12:00, started for school and got here at 12:15, went upstairs and talked awhile with the boys until the buzzer rang for section room. Teacher took attendance, we said the Lord's Prayer, saluted

the flag; buzzer rang at 12:45. I went to French, had lesson until buzzer rang at 1:30, and then went to algebra and finished at 2:15; had another study period. I finished my homework and at 3:00 I went to English. Finished English at 3:45. I went home, put on my old clothes, and went out and played football until about 5 15; went home and had supper at 5 30. Finished supper at 6 00 After reading the papers, I started building my model plane until 7:30 and then I listened to the radio until 10:00, then I went to bed.

Tuesday, December 3.

I got up at 11:30 with a very sharp cramp in my stomach, so I stayed in bed. Awhile later on I got up, had breakfast, and then went back to bed again. The time must have been between 2:00 and 3:00. I lay in bed for about an hour, got up and took a laxative. About 6:00 I had supper; finished about 6.30 or 6:45 and helped with the dishes; then I sat down and read a book until I went to bed.

Wednesday, December 4.

I got up at 8:30, washed, combed, brushed my teeth, had breakfast, and at 9.00 left for school. I had a study period in the office until 10:00. I went to gym, then to biology at 10:45, and at 11:30 I wasn't feeling very well so I got excused at about 11:40. I then went home and rested.

Tony said he did not like school. He was just waiting until he was sixteen—old enough to leave school. He disliked French and biology, and liked algebra and English. He reported quite willingly for extra help in algebra and was pleasant in answering questions regarding his family background and irregular attendance. His eyes were usually downcast while he talked, and he gave the impression of being ill at ease.

Tony seemed to keep apart from his fellow students, and had few friends. He showed no desire to lead in his classes or homeroom. He made no attempt to take part in school athletics, but, during the past year, had joined the dramatic club.

Recently Tony was taken to the vice principal's office by his algebra teacher, Miss ——, who said that he "took a swing" at one of the boys next to him after the first bell for dismissal. He had also been discourteous in addressing the teacher.

The vice principal asked Tony to think it over a few minutes and said he would see him presently. In the meantime, he looked over Tony's cumulative record and read the information that has already been given here. The interview follows:

Vice Principal: Suppose you tell me what happened, Tony.

Tony: The other guy grabbed a key puzzle out of my hand and I swung at him.

V. P. And then?

T. The teacher blamed me, and that made me mad.

V. P. Miss M——'s usually a good sort, isn't she?

T. Yes, she's been helping me with my algebra.

V. P. Have you any suggestions as to how you could restore the good relationship?

T. I could tell her just what happened.

V. P. Could you tell her a little bit about how you felt when she, who had been your friend, blamed you for something you didn't think was your fault?

T. Mebbe.

V. P. Good. Now, Tony, I want to talk about something that's still more important—what's wrong with school that makes you want to be away every chance you get? Let's see if we can puzzle that out.

T. It don't make sense.

V. P. You mean—

T. I don't see any use in it—especially French and biology.

V. P. Perhaps they're not of any use for an airplane mechanic—that's what you want to be, isn't it, Tony?

T. Yes.

V. P. If you flew to Europe—and airplanes are making the world smaller and smaller—you'd get along fine in Italy. I wish I could speak Italian as well as you do. You boys who have the advantage of parents who know a foreign language are lucky. And, if you knew some French, you would not feel so strange in France. But perhaps that's rather farfetched. Does knowing Italian help you at all with French?

T. No, I think it mixes me up.

V. P. How would it be to substitute shop for French?

T. But there's no shopwork in this school.

V. P. Yes, but there are shops in the town. There's no reason why you couldn't spend your mornings at our best service station and get practical experience in working on engines. One of our fine graduates, Max Moore, said he'd take on several of my students who needed shop experience. He would fill out a daily card on your work just as a shop teacher in school would.

T. That would be swell!

V. P. You could take all your other classes, except gym, in the afternoon. In place of gym, you could play on one of the teams after school. But then, when would you do your homework?

T. I have all evening free.

V. P. And you could do your homework then?

T. Sure.

V. P. That would be important if you were to get in one of the vocational schools after graduation. They have quite a long waiting list and require a good high school record for admission. The teachers will be glad to help you with any special difficulties.

T. O.K. When do I begin shop?

V. P. How would next Monday be? That would give me a chance to see your parents and to make arrangements with Max.

T. Thanks, Mr. B——. I think that will be swell.

The vice principal asked Tony's teachers to have a conference with him in their first free period. The algebra teacher was quite willing to try to understand Tony's sudden and unusual rudeness to her and to take an attitude of expecting cooperation in the future. The other teachers agreed to try to make more obvious the connection between their subjects and the present lives of the boys and girls in their classes, and to help them to acquire more effective methods of reading in their subjects.

The vice principal made arrangements, through Tony, to visit his home. Tony introduced the vice principal to his mother, and then left to do some of his homework.

Vice Principal: Good evening, Mrs. Z——, I guess Tony has told you about the change in his program we worked out this morning. Instead of French, he will work at the service station with Max Moore, and get school credit for his work. I know how much you want to keep him in school.

Mrs. Z. Yes, we all do. Tony doesn't like to go to school. He "pals around" with several boys who left school and do not have jobs. They have a bad influence on him.

V. P. You'd like him to get in with the boys who are in school?

Mrs. Z. Yes. They would be better for him.

V. P. He's planning to join a team after school to make up for the gym class he misses in the morning. That will help him to get better acquainted with some of the fellows in school.

Mrs. Z. We are sorry his oldest brother, Tom, left school after three years. He did it to get a job and help us along, but he was out of work for two years. That's why I want Tony to finish high school. My husband wants him to finish high school, too, but Tony is too smart. He won't listen to me, or my husband, or his older brothers. He never brings any books home and seldom studies.

V. P. Have you noticed any change in him after our talk about putting shopwork in place of French?

Mrs. Z. I've just been home from work a little while and was busy getting supper, but I noticed tonight Tony went off to study when you came.

V. P. That's a good beginning. I'm sure we can expect an improvement, Mrs. Z——, if we all work together.

The mother brought up the problem of Tony's illness, and the principal wisely reflected the mother's more optimistic feeling by repeating her words, "I was relieved when the doctor said there was nothing seriously wrong."

This vice principal was fortunate in having good cumulative records to look over before his interview with Tony. The excessive absences suggested that Tony had not identified him-

self with the life of the school and was withdrawing from it for some reason. The medical record offered no physical explanation of his illnesses. The teachers' reports emphasized his lack of interest and satisfaction in school.

On group tests of abstract verbal ability, his scores fell consistently slightly below the average for public school children of his age. This result might be expected in view of the bilingualism and the lack of intellectual stimulus in his home background. It is more surprising that in spite of his language handicaps, he held his own with other ninth-grade pupils on the achievement test.

His daily schedule showed no recreation except the hobby of building model airplanes and the dramatic club. In general, wholesome, thoroughly enjoyable recreation has a tonic effect; "all work and no play makes Jack a dull boy." Tony might put more effort into his school work, if he got more fun out of life. All these facts about Tony gave the vice principal a good running start for the interview.

In beginning the interview, the vice principal used a common and usually effective technic of dealing with disciplinary problems—giving the boy time to think over what he had done and then an opportunity to recount the affair as he saw it. Although the principal began well, he cut Tony short before he had explored the emotional aspects of the problem. Tony would probably have continued this exploration if the vice principal had followed Tony's remark, "The teacher blamed me, and that made me mad" with a reflection of Tony's feelings—"You feel angry when the teacher blames you?" With this opening, Tony might have thought at some length about the way he felt toward the teacher and toward criticism. Similarly, throughout the interview the vice principal seemed to be one jump ahead of Tony, putting words in his mouth and ideas in his head that he probably could have worked out for himself—if there had been time. The question is whether, in the time available, Tony would have more help from thinking through one or two aspects

of the problem than from being given a larger number of solutions.

The use of the service station as an extension of the school, however, was an administrative adjustment that only the principal could have made. Here he showed a progressive philosophy in his willingness to make any administrative arrangement that was for the good of the pupil. This kind of flexibility gets at the heart of the problem for this boy. If the school authority had not recognized, as a valid need, Tony's desire to attain the status of manhood, Tony would have continued to fight with this authority in order to achieve status in his own eyes.

The case conference with the teachers was valuable in gaining more sympathy for and understanding of Tony; as a result of this understanding, the teachers treated him more constructively and consistently. Incidentally, it helped to develop in each teacher a personnel point of view. Although time-consuming, the case conference is justified for its in-service education value.

The interview with the mother likewise was important in gaining acceptance of Tony at home. The vice principal appealed to the mother's desire to have Tony stay in school, and presented the new program as a means of achieving this end. His approach to the mother was positive—quite different from the common type of home visit in which parents expect from the principal, or teacher, nothing but complaints about the child's behavior or lack of accomplishment.

If solving some of the underlying causes of Tony's aggressive and discourteous behavior in the classroom did not help him improve his relations with his teachers and with other pupils, this problem, too, should be considered. In other interviews Tony might see for himself that fighting and rudeness might lose him a good job some day, and that the present is a good time to develop characteristics that employers want. The counseling period furnishes him with an opportunity to understand why he behaves as he does and to work out better ways of getting along with people.

"WHAT SHALL I DO NEXT?"

Pauline asked to confer with her English teacher after a lesson in occupations. She is seventeen years old and is in a twelfth-grade English class. Her I.Q. is 99 and she is in the four-year trades foods course.

Pauline: I am glad that you could see me.

Teacher: Before you sit down, will you please lower the fourth window from the top? It's a bit stuffy here, isn't it?

P. It has been rather warm in the building today. Everyone spoke of it.

T. Who is your homeroom teacher, Pauline?

P. Miss Stone in 101.

T. Oh yes. It was your homeroom that put on the clever publicity stunt for the concert.

P. Yes, wasn't it good? Several girls wrote sidewalk interviews and the best one was given in assembly.

T. What are your interests?

P. I didn't know what to take. My grades are low. I find it takes me a long time to get lessons and I am not so good at serving. I like cooking, but I don't want to be a waitress. Too many people around. I'd be confused. I suppose I could go on taking care of children, but that would mean housework.

T. Do you like children?

P. Yes, I like them very much. I have taken care of neighbors' children for many summers.

T. Maybe you would be interested in a nursery maid's course. It is care of well children only. Then, too, there wouldn't be many of them around. This course is designed to train young women to care for normal children. It is not a professional course and should in no way be compared with the three-year course in nursing. There are no vacancies in the nursery maid's course now. You can fill out the application blank and send it in. They will keep it on file and write you in the event a vacancy occurs. The graduate of this course is not prepared to care for any but well children. Here is a circular of information.

Course·

The course covers a period of one year. Approximately six months are spent in the care of newborn babies in the maternity department, and the other six months in caring for small children and babies in the children's wards, including experience in the milk station. Instruction is also given in child hygiene, laundry work, mending, sewing, simple nursery emergencies, infant feeding, and rudiments of kindergarten work. The first four to six weeks are regarded as a preliminary term. At the conclusion of this period if the student's record is satisfactory she will be accepted for the course.

Entrance Requirements:

The applicant must be single, between eighteen and thirty years of age, and be able to pass a physical examination. She must be a high school graduate and have been in the United States at least two years.

Expenses·

Board, room, and laundry are furnished throughout the course.

Uniforms·

During the first six weeks students in this course wear plain wash dresses with sleeves to the elbow and white aprons. Students are expected to report with two (2) dresses and ten (10) aprons. They may select any style of colored dress that is easily laundered, but the aprons must be made according to a definite pattern After the preliminary period each accepted student is expected to purchase uniforms, collars, and cuffs. The total cost of this equipment is $14 00, which amount must be deposited at the time of acceptance. It is necessary to bring two pairs of well-fitting black oxford shoes with medium or low rubber heels and black stockings. Underclothes must be plain and marked distinctly with washproof name tapes. Two washable laundry bags are also required Students wear hair nets on duty.

Hours on Duty:

Each student has one-half day off duty during each week and one-half day on Sunday.

Pupils are required to be in their rooms at 10:00 P.M when on day duty and 10.00 A M. when on night duty. Late permission until 12·00 midnight may be obtained once a week.

Certificate:

A certificate will be presented on the completion of the year's course. Graduates of this course are placed on the hospital registry through which they may secure employment.

P. My, that sounds good! And not too far away. I wonder why there is none in Milwaukee.

T. Some years ago there was a few weeks' course given here. One of our graduates took it and later took this course I am telling you about. She spoke highly of it. Of course, you will need to talk this over with your parents.

P. I'd just love to go if Mom and Dad would let me. I have had a good foundation here in home nursing and I have had experience taking care of children. I'll hurry on home now.

T. Here's your circular.

P. Oh, yes. Thanks a lot, Miss T——.

Pauline's English teacher is to be commended because she included a discussion of occupations in her classes, and because she provided herself with specific information. There, however, the summation of her virtues ends; for, if her interview with Pauline is analyzed, she is revealed as a somewhat fussy person whose mind seems to hop about like a sparrow enjoying bread crumbs.

Her questions are shot forth with little regard for their relevancy to the whole. The query about Pauline's homeroom teacher shows little purpose. The next question "What are your interests?" is certainly likely to confuse the person of whom it is asked. The effect of a question can frequently be gauged by the answer, and Pauline's reply indicates her lack of ease, and her struggle to find an appropriate answer; she does not quite know what kind of information she is expected to supply. As a result, she pours forth several disconnected thoughts.

A single point is grasped by the teacher—that Pauline likes children—although she quite obviously qualifies her answer. As a small boy brings up the penny for which he has been diving, the teacher triumphantly fastens upon this single idea and limits her suggestions to Pauline's attending a school for nursery maids. Almost lost in the information that she gives Pauline is the point that there is no vacancy in the course at present. In spite of that negative aspect, Pauline's teacher offers no further suggestions, and does not explore at any greater length other possible fields. No effort is made either to consider employment possibilities or working conditions in the field. Nevertheless, Pauline makes her vocational decision then and there, and hurries home to tell her parents about the new plan!

A GIRL LOOKING FOR EDUCATIONAL OPPORTUNITIES

Lucia (a 10A commercial art student): Good evening, Miss B——. One day last week when we were talking about opportunities, you said something about the M—— Art Institute, and I can't remember the other name. And what did you say about free classes, Miss B——?

Class Adviser: The M—— Art Institute conducts free classes from 7 to 9 o'clock Tuesday and Thursday during the year for high school students and adults. Classes in clay modeling, designing, and drawing are given free.

L. I can take one each year while I am in high school, all for nothing! I am so happy. I'd rather do that than eat. That other name I've forgotten. Not the art institute.

A. The Atelier. Ever hear about it? (Lucia shakes her head.) *Atelier* means literally "workroom." There is an informal period of drawing and painting from models on Tuesday from 8 to 10 o'clock, and a still-life class on Saturday from 1:30 to 4:30 P.M. I simply mention this as something to look forward to. You can keep in touch with this workroom during high school and after graduation continue your work there, if you wish. Then you can avail yourself of the facilities—use of easel, press for printing, and the library.

L. One more thing. The other day you told the class about the free lectures at the museum on Saturdays and Sundays.

A. Here is a pamphlet telling about these lectures. Free, of course, and most of them are in colors. I wish that every girl would make use of the opportunity and take at least one trip each semester. Most of us will not be able to travel to many foreign lands, but we can all do the next best thing—read about them or see them in movies. If you go to one series of lectures each semester while you are in high school, think of the places you will have

seen when you get your diploma. "One picture is worth a thousand words," runs an old Chinese saying. Art and this kind of magic carpet make a happy combination.

L. I know my interest in art makes me three times more observing. I want to make changes in our house. I am doing my room over, for I am not satisfied with it.

A. Yes, Lucia, and you'll never be bored in your leisure time, because there are always interesting things to do.

L. I must not keep you any longer. Thanks a million, Miss B——. Good night.

A. Good night, Lucia.

In this brief interview with Lucia, the adviser, who had made a conscious effort to become well informed about the cultural opportunities available in the community, is able to bring to Lucia's attention several valuable sources of additional training that she might otherwise have missed. Her remarks about the Atelier give Lucia a glimpse into future possibilities.

The adviser's suggestions to Lucia are specific and include information about available facilities. Students are appreciative of the adviser who is up to date in her information and offers practical suggestions. Sometimes they look to her for inspiration. Lucia undoubtedly thinks of her adviser as someone with a fresh, modern spirit, who is abreast of the times. In her informal "thanks a million" Lucia accepts her adviser as a contemporary. This counselor's office is truly a "room with a view."

On the negative side (though we cannot be sure of this from the printed interview), Lucia's problem may have been taken too literally. Granted that she wants the information she is asking for, several of her remarks seem worthy of further exploration. Her reference to her room and the changes she would like to make may indicate a budding interest in interior decoration. Is she seeking to explore this field of study? Is this why she is asking for information about courses? Is her present program

giving her adequate opportunity for expression? Possibly she is disappointed about something and feels the need for change. It could very well be that the girl asks for some concrete information because she is beset by vague disturbances and dissatisfactions. These are merely suppositions, but they might well be explored in certain cases.

PREPARATION FOR A SPECIFIC VOCATION

Irene had done a good deal of thinking about her vocation and had had several conferences with the girls' adviser before the interview reported here.

Irene: Miss M——, I was interested in your talk in assembly in which you mentioned dental assistants. I assisted Dr. Molar last summer, and I am interested in continuing work of that sort. Could you help with my plans to be a dental hygienist? No one seems to know much about it.

Adviser: The number of dental hygienists is increasing with the expansion of dental care in schools, clinics, and private dental offices It's a woman's job.

I. A woman's job!

A. So they say. The hygienist performs two types of services: she cleans and polishes teeth, and teaches mouth hygiene and proper diet for protecting teeth. You would prefer work with a private dentist?

I. I guess so. Just what kind of work would I do?

A. In addition to cleaning and polishing the teeth, charting defects, and teaching about proper care, you might have to give attention to business details, serve as dental assistant and even combine your work with that of dental mechanic—prepare moulds, metal crowns and bridges for patients, and take impressions of teeth.

I. How long will the training be, and where can I get it?

A. After you have graduated from high school, you will have to take a one- or a two-year course. I think the place nearest your own home is Marquette University. It offers a two-year course leading to a diploma in Dental Hygiene. You have to pass examinations before a license is granted by the state.

I. I wonder if I'm taking the right subjects here.

A. Elementary algebra, four years of English, and a three-unit group chosen from foreign languages, mathematics, science, and history are usually recommended. What language did you take?

I. Two years of French. I had two years of math, science, and biology.

A. Good. Can you get bookkeeping in the second semester? Often dental hygienists are expected to perform many of the duties of the dental assistant, so training in bookkeeping and recordkeeping might be wise. Marquette University seems a good choice. You should get a catalogue and check its requirements.

I. Is there anything else that I ought to know?

A. Of course, in order to work with delicate instruments in the narrow spaces of the mouth of a patient who is twisting, you must be skillful with your hands and have good eyesight.

I. My eyes are all right, I know, and I was very good at jewelry work at camp.

A. That's a good bit of evidence. We can learn much about our present abilities by reviewing our past experiences. Obviously the dental hygienist must be tactful, have a pleasant voice, be able to soothe the patient, and be able to inspire confidence in her professional skill.

I. If I become a dental hygienist, how much will I earn?

A. That varies with the position and the part of the country in which you work. (Consulting a reference book.) A survey says that dental hygienists earn from $675 to $3,900 a year. You may begin as low as $12 a week, $18 to $20 a week is more usual. The average salary is around $25 to $30 a week. There are opportunities in this field, for the demand for dental hygienists is growing. Here is a good book on the work of dental hygienists.[1]

I. I think I should like to go to Marquette. It is as much college as I'll ever get. I'll tell my aunt what you said. I think she'll agree to let me take the course; she does so much for me. It won't be too long before I can earn money to repay her.

[1] For more detailed information see Chase Going Woodhouse, *Dental Careers* (New York: Funk and Wagnalls Company, 1939), pp. 155–191.

A. Yes, and you will be almost certain of getting work when you complete the course

I I have so much to think about and to tell Aunt Lizzie. Thanks so much. Good night, Miss M——.

In this interview, the pupil takes the initiative and uses the adviser as a source of information. Here is a girl who has already thought a good deal about her future vocation and seeks help from a person who has the facts she needs.

Because the choice of one's future vocation is of deep concern to the individual, all vocational counseling should be done with extreme care, and only by someone willing to assume the arduous task of keeping correctly and broadly informed about the requirements of the various occupations Out-of-date and inaccurate information is worse than no information at all for the individual who is making vocational plans. The interview that has for its main purpose assisting an individual make a vocational choice must necessarily include a discussion of certain facts about the vocation. The new counselor will perhaps find it advantageous to use a series such as the monographs *Careers,* published by the Institute for Research, Chicago, to meet basic needs, and supplement these by additional information. (See Appendix E.)

If this interview is analyzed carefully, it will be found that Irene and her adviser briefly discuss: (1) the job field, including its probable expansion, (2) the opportunities for women in the field, (3) the nature of the work, (4) the required training, (5) the technical requirements for admission to the field, (6) basic preparation for admission to the job, (7) physical demands, (8) personality factors involved, and (9) earnings. The interview parallels the procedure suggested by the War Man Power Commission to trainees going into the United States Employment Service.

An interview about vocations should never be an isolated interview. All information must be interpreted and evaluated with reference to the individual receiving it. This element is

lacking in the adviser's interview with Irene. Presumably in the preceding interviews the adviser has come to know Irene well. She is well aware of Irene's abilities, interests, and skills. Admittedly this interview is made considerably less difficult because the interviewee has a definite vocational plan, is objective in her viewpoint, and is not interested in a vocational choice beyond the limits of her abilities. However, it seems a waste of valuable interview time for the counselor merely to impart information which the girl could have read for herself.

A LANGUAGE HANDICAP ENTERS INTO THIS SITUATION

Joe is a sixteen-year-old Negro boy who has been promoted by age rather than by achievement until he has reached the seventh grade. His parents, born in Puerto Rico, speak Spanish, and Joe speaks Spanish also. He was referred to the counselor because of his difficulties in school work. He knows very little English and is unable to do the work of the seventh grade.

First Interview

After the introduction, in which the counselor's interest in Spanish-speaking children was mentioned, the counselor asked Joe whether he preferred to talk in Spanish or in English; he decided to talk in Spanish.

Counselor: Miss S— said you were having difficulty in understanding English in school. Suppose you help me understand the situation better by telling me about your home and the things you do after school.

Joe: I live with my mother. She works in a hotel.

C. And your father?

J. He's away now on business, but is coming home soon.

C. Do you have many friends?

J. Some I play baseball with. They speak Spanish and English.

C. How does your mother feel about your friends?

J. She doesn't want me to play with the gangs—only with nice boys. I have a friend who is younger than I. He's quite serious and doesn't do bad things.

C. What other fun do you have?

J. I go to the movies, sometimes with my mother, other times alone.

C. How do you usually spend Sunday?

J. I go to church and movies and fool around.

C. What about school?

J. I don't understand English well, so I can't read the books and I don't understand what they're talking about in class. I don't talk in class for fear the kids will laugh at my English.

C. What do you do after school?

J. I leave school at three o'clock and work in a grocery store from four to ten I get $7.00 a week. That doesn't give me any time to study English, and I don't have to talk much in my work in the store.

C. How would you like to spend your time after school?

J. I'd like to get a better job—work fewer hours and have time to learn English.

C. What about play?

J. I'd like to join a club. I can't belong to the school clubs because I work after school. It's sort of lonely not being in any club.

C. There's a settlement house that has clubs of Spanish-speaking boys. In the club they talk in English but their families speak Spanish. They meet on Fridays at eight o'clock to play games and talk about things that are interesting to them. Would you like to belong to one of these clubs if you can get a job with shorter hours?

J. Sure, that would be fine. What kind of clubs do they have?

C. Athletic clubs, dramatic clubs, almost anything you might be interested in. What kind of club would you like best?

J. Athletics, I guess. I'd like to make things, too. One of the fellows in the school belongs to a club like that.

C. I'll find out about the clubs and we'll look for another job. So come in and see me again next Wednesday.

An interview with the mother confirmed what Joe said. She seems to be rather strict with him and is glad to have him work the long hours so he will not get into mischief, though she realizes he has

little time for study. She does not need the money he earns to pay their expenses. She thinks Joe is wasting his time in school and ought to study a trade in a vocational school She is willing to have Joe join a settlement club if he is interested, but would like to visit it first to see what kind of boys he would be playing with.

An interview with Joe's teacher gave further indication of Joe's good disposition and ability to get along with people. The other pupils like him and sympathize with his language difficulty. She thinks, since Joe is almost seventeen and too old for the grade, it would be best to put him in the eighth grade, so he could be placed in a vocational school and learn a trade. She says he does arithmetic quite well.

An interview with a worker from Costa Rica at the settlement house gave more information about the club activities. He was very cooperative and became interested in Joe immediately, after the counselor told him what she knew about Joe.

In order to get more information on Joe's mental ability, the counselor gave him the Bellevue-Wechsler Test. As he did not understand the verbal part, the counselor gave the performance part only, and estimated the I Q. at about 89. The Gray Oral Reading Test[1] showed Joe to be practically a nonreader. Almost all the words in a paragraph of his seventh-grade textbook were unknown to him. He could, however, read and comprehend a paragraph of similar difficulty written in Spanish.

Through the school placement office a better job was obtained, and Joe began working twenty hours a week instead of forty, from four to eight o'clock. He earns $10 00 weekly, and has more time for study and recreation. After these developments, the counselor had another interview with Joe, which ran as follows:

Second Interview

C.	Well, Joe, tell me about your new job.
J.	It's swell. I earn more now than I used to and work less time.
C.	So you have more money and more time to yourself. How are you planning to spend it?
J.	Now, I'll have time to join that club you told me about at the settlement house.
C	How would your mother feel about that?

[1] The *Gray Oral Reading Test* (Bloomington, Illinois: Public School Company)

J. Mom will like it O.K. if they are nice boys. She worries a lot about me—always afraid I will get in with a bad gang.

C. Do you think she needs to worry?

J. Not if I get in with the settlement gang. Do you think I could get in now?

C. Yes, I talked with Mr. Y—, and he would be very glad to have you come. He said for you to stop in and see him any evening at the settlement house.

J. O.K. I'll go over this evening after work.

At the settlement house Joe joined an athletic group and also found a class in English-Spanish and decided to sit in with them He is still doing very poor work in school, but is improving and has a more cheerful outlook on life. He is becoming less bewildered. His conversational English is improving. He will never be a brilliant student, but he can become a dependable member of our society.

This boy needed many things—English, leisure, friends, a suitable curriculum, a better home. But he can't get them all at once. The policy was to develop first his present abilities and strengths. The new job and the settlement athletic group have helped in this regard. There still remains the problem of his school work and English speaking and reading ability. These he will get gradually. Since Joe is sixteen, it might be better for him to concentrate on special classes in English as a basis for further study in some trade or business school, or for easier functioning in some job which he is capable of handling.

The results of the intelligence test should not be told Joe until verified by a retest after he has shown improvement in his English.

That a counselor cannot view a boy or girl in isolation, apart from his home, friends, classmates, and neighborhood, as he might watch some microbe wriggling about in solitary splendor, is well demonstrated in this series of interviews with Joe. The counselor is not satisfied merely to analyze Joe's problem from what he alone tells her. Instead, she seeks out Joe's mother and from her obtains considerable information about Joe's home

background. She comes to appreciate the somewhat strict standards to which Joe is held and the dominant role which Joe's mother fills in his life.

From her interview with Joe's teacher, the counselor learns that the teacher is sensitive to Joe's problem, that, while she has observed his difficulty in adjusting, she has also noted that other pupils like and sympathize with him. Through her interview with the settlement worker, the counselor gains practical information that she will be able to pass on to Joe, and enlists the worker's interest in Joe. By seeing the worker personally, she is able to make Joe's first meeting with him easier for Joe, because he feels that the worker already knows him and is interested in him. Efficiently she arranges with the placement worker for a new job for Joe—a practical measure, since it makes possible increased free time for Joe to enjoy the facilities of the settlement. Through all of these contacts, the counselor not only improves his milieu of attitudes, associations, and activities, but also gathers together the information significant for her next interview with Joe. Finally, she administers tests designed to give her the additional information necessary to round out her picture of Joe. Here she is careful not to overemphasize the importance of the tests; she allows for the language handicap involved and plans not to discuss the results of the intelligence test without a further retest after he has had opportunity to improve his English.

Even in interviews, which accomplish as much as this counselor's interview with Joe, it is possible in reviewing them to see where additional understanding might have been secured, where leads might have been followed up. This counselor might have found a method of motivating Joe to tell his story his own way and thus have avoided the short question-answer form. The blunt question "Do you have any friends?" could have been avoided by asking how he spends his time and what he likes to do.

While the counselor gained some salient facts in the first

interview, she ignored the emotional content and passed up several leads to further understanding, such as:

1. His comment about his father's being away.
2. His mother's comment about gangs.
3. His comment suggesting that he tends to evaluate his expenditure of time as wasteful—"I go to church and movies and fool around."
4. His comment implying insecurity with classmates relative to his linguistic difficulty.
5. His comment hinting that he is eager to learn English but is pressed for time.

She left untouched the very important area of the problems that arise out of Joe's being in a strange country with strange ways and an unfamiliar language. Such a situation can aggravate all Joe's other insecurities and problems, and intensify his mother's fears for him. The deep feelings of inferiority that are sometimes engendered in a member of a minority group may cause him to reach out toward any accepting authority, since his need for acceptance is so strong. Feelings of hostility towards an alien and seemingly unfriendly culture are easily stirred up. The mother may be trying to repress in Joe some of the feelings she has been grappling with in herself. To try to find prestige in one's aloofness from an alien culture on the pretense that it is inferior to one's own is a commonplace means of ego defense. We must also recognize that the usual cultural gap between parents and their children is widened when the parents still belong in spirit to the "old world," while their children need to adopt new ways of thinking and acting. The counselor in helping Joe to recognize these phenomena would help him to rise above them by understanding that they are not directed against him personally.

The counselor might also have made Joe feel more responsible for his own guidance if she had discussed the club at greater

length and obtained his ideas of ways in which it might help him. In considering a change of job, she might have secured Joe's participation in looking for one and deciding upon the type of work.

In the second interview the effort should have been made to ascertain whether the new job has effected more desirable social relations in Joe's school and home life—emotional satisfaction because of progress in school, more friends in school, acceptance by his classmates when his isolation because of poor English is removed. While these attempts at milieu therapy were important, they possibly may not have struck at the roots of Joe's insecurity. A closer relationship would be necessary to carry the interview from its present factual level to one on which Joe would unbend and unwind sufficiently to work on his emotional problems. However, it was wise for this counselor to use milieu therapy first and see how Joe responded to improved conditions.

INTERVIEW REGARDING COURSE TO FOLLOW AFTER HIGH SCHOOL

Barbara, a seventeen-year-old girl in her senior year of high school, came voluntarily to the counselor with the problem of choosing the course, after graduation from high school, that would be most likely to lead to future happiness.

The interviewer described Barbara's movements as jerky, her speech as affected, and her clothes as expensive, but not in good taste. The interview and testing procedure were as follows:

Barbara: I'm in a maze. I don't know what I want to do.

Counselor: What are some of the things you have thought about doing?

B. Oh, lots of things—college, interior decorating, getting married. In school my best subject is art. I have had a special short course in mechanical drawing, too. I can sit and do that all day long. It presents new problems. I like math, too. I can sit and do math problems all day long, but I didn't do especially well in math because I didn't study.

C. You were interested in it, but didn't study it?

B. Yes. I had other things I wanted to do more.

C. There were other things you were even more interested in at the time?

B. Well, yes. I belonged to the Handcraft Club and the Stagecraft Club. I like to make things—paper flowers, copying pictures. I like being a member of a group, but do not take the initiative

C. You enjoy working with a group—like to feel yourself a part of it without being the leader of it?

B. Yes, because I start things and then don't finish them.

C. Then if you were in charge of the group, you'd feel you had to, whereas, if you're a member, it doesn't matter?

B. Well—if I'm in a group, I get more things done—there's a sort of spirit among people working together—you want to do better. That's the way I feel about going to college. I think the atmosphere in a good coed college maybe will make me want to do better. I've had enough of an all-girl setup here in high school. I don't want to just study all the time.

C. You feel you've had enough studying. Have you thought about going to work for a while? You might find your vocation by working in one of the fields in which you now feel most interested—in advertising or drafting, perhaps, or in other work where the skill you've got in mechanical drawing and art might be used. There's nothing like real work experience to help you decide for yourself what you'd like to do and what you can or cannot do without further training.

B. That may be true, and perhaps I could get some part-time or summer work, but I think a girl should go to college, though. It gives one a polish and intelligence. It's easier to get a job afterward if you have a degree—sort of places you in a favorable light. So I think if I were in some friendly place where there is more school spirit, I'd do better.

C. You feel that college is necessary as preparation for what you want to do later, and you feel you'll do a better job in your studies if you're in a friendly group. But you also feel there are other values you might get

from college life that will be more important for you than the studies?

B. Yes, it seems just now that's what I'd really like—to marry and raise a family.

C. And you would like to get something from your college experience that would make you feel more confident about going into marriage and the raising of a family? And during the years of college you could also learn more about yourself and your real interests and abilities.

B. Yes, I'm not certain just what I am fitted for, but I would like to feel that I could make a good job of marriage and raising children.

C. Then you'd be interested in knowing more exactly what your general ability is for college work?

B. Yes. I certainly would I thought you gave tests here to tell people what they are fitted for.

C. We use tests sometimes, but only as one source of help in making any important decision.

B. What sort of tests do you give?

C. Most often, a general intelligence or scholastic aptitude test—the kind of test many colleges give before admitting students. If a person makes a high score, it's pretty certain that he *can* do college work. Not necessarily that he *will*. Of course, it makes a big difference what college he goes to. Some colleges have a student body that makes an average score of 95 on the test, while the average score of another college is 249 on the same test.

B. As much difference as that! Why, that means that a student who would fail in one college might get along fine in another college.

C. Exactly. The score on this general intelligence test is also related somewhat to vocations, but here, too, many other factors enter into success.

B. Still, I should think it would be worth knowing what your general ability is. That's one test I'd like to take.

C. We can do this if you wish, but at present I think you would get more value from talking out things as you see them.

Barbara decided to follow this suggestion and for several interviews considered why she wanted to go to college, how important the opinions of other people were to her, and why she tried to impress people by her achievements. She came to see for herself that her failure to attract friends might arise from her feeling of insecurity and the resultant need which she felt to impress people. She came to see that her difficulty in study, her inability to be spontaneous and natural, her failure to respond warmly to people might all stem from insecurity rooted in her unhappy family relations.

This student has positive interests which are sufficiently related to suggest a field of interest for the future. The problem is not one that calls for testing at an early stage; tests should be given only in response to Barbara's recognized need after she has made her own best exploration of her abilities and interests.

Her need for acceptance seems to color everything she is doing. Thus, she is not in a position to know whether what she is doing at a given moment is what she wants to do or what she thinks others want her to do. Her wish for marriage and family and for a coed school, her need to feel "polished" and acceptable give the counselor ample opportunity to help Barbara clarify her relationships with people. This interview illustrates many of the good features of counseling described in Chapter Five.

TOO GREAT EXPECTATIONS

Louise, a senior girl, sixteen years old, made very low grades during the first six-week period, and began to fail the second. All her teachers sent in the same observations—"Louise is courteous and thoughtful of others. She is quiet—avoids answering any question or volunteering any information. She sits through a study period looking at a book but seldom turns a page. On examination days or composition days, she is always ill. She seems to be frightened and timid."

Louise was well proportioned and carried herself well. She had lovely hair and eyes. Her I.Q., according to an earlier Binet test, was 115 and a recent score on the American Council Psychological Examination indicated about the same level of scholastic aptitude.

Upon request, she came to the counselor's office.

Counselor: Hello, Louise. I thought you might like to talk a bit about your senior year. Sometimes it helps to think out loud and to get another person's point of view.

Louise: Nothing is wrong, really. Everything's perfect, except that I just can't study. I know I'm not doing well and I'd like to stop school.

C. Might it be the other way round—you'd like to drop school, so you're not doing well?

L. (giving the counselor a searching and startled look) You think it might be that way?

C. I don't know Would there be any reason why you'd feel lately that you just couldn't go on with school?

L. I've been thinking a lot about college lately. If I finished high school, I'd have to go to college, and I wouldn't do well there, either. My sister is in college She's finishing with honors this year. She wants me to go to her college

C. And how do you feel about that?

L. I'd hate it. Everybody would expect me to do as well as she did. And when I didn't, they'd make comparisons. All the time, I'd never be myself. I'd just be Dorothy's sister.

C. You'd feel all the time as though you were failing to live up to the standards she had set.

L. Exactly.

C. Suppose you went to another college where you could do the work and nobody would expect you to live up to impossible standards?

L. That would be different. There's a lot about going away to college I'd like.

C. Would you like me to talk with your mother about sending you to the kind of college you'd like?

L. I don't think you'd get very far, but it would do no harm to try.

C. Better wish me luck, then.

L. (laughed and left the office).

A few days later her mother came to see the counselor. She was a delightful person and eager to talk about Louise's plans.

Mrs. M. I'd like to tell you a little bit about our home life. It might help you to understand Louise better. Her father

died when she was nine, and four years later I married again—a wonderful man with two attractive and brilliant children of his own. Both are now in college and the girl, Dorothy, will graduate with honors this year. I was very successful in school too—was valedictorian. Louise's father was a college man, and made a splendid record.

C. So school achievement means a great deal to you.

Mrs. M. Yes. I just don't understand why Louise is not doing well. The doctor says her health is all right and her eyes are good. She doesn't seem to want to go to college or to finish the year, yet she seems quite happy most of the time at home.

C. She seems to have a lovely disposition.

Mrs. M. Oh yes, we all love Louise, and everyone is good to her. She is very proud and fond of her half brother and sister. They are doing so well We had planned to send her to my college or to Dorothy's school, but, of course, we'll have to think of something else.

C. You mean, a college that doesn't have such high academic standards—one where Louise could be successful?

Mrs. M. Yes, that's it exactly. Do you think she has felt too much pressure in trying to keep up to our standards?

C. That's quite possible. Recently she may have got the feeling that it's all hopeless.

Mrs. M. And we did not realize that people are different and that we should have worked toward standards appropriate for her.

C. Exactly. Does Louise have any special abilities the others do not have?

Mrs. M. Oh, yes. She can get the most perfect meals—better than anyone else in the family, cook included. And she's clever at designing too.

C. And you're pretty proud of her ability along these lines?

Mrs. M. Yes. And why should I want her different—like me or like Dorothy? It seems rather ridiculous to me now.

C. It isn't often that a mother gets this insight so quickly and surely as you have.

Mrs. M. Have you any suggestions about colleges?

C. Why don't you and Louise visit some of the college campuses during spring vacation and talk over courses in home economics and costume design? There are some very fine junior colleges that specialize along these lines. I'll give you the names of a few you and Louise might like to look into.

Even though "All's well that ends well," this interview is open to serious criticism. Although the counselor made some attempt to respond to the girl's feeling and encourage her to explore the situation for herself, it was clearly counselor-centered.

A direct approach to the problem might have been better, *e.g.:* "I have been studying reports of your work here and thought a discussion with you would be helpful."

As in so many of the interviews reported, the counselor moved much too rapidly. Even if the remark about Louise's wanting to drop out of school because she was not doing well were true, it was too sudden and too aggressive an exposure to be helpful. A comment of this kind could possibly sum up very well the conclusion to be reached by both counselor and student. It should not be used as a lever. Its effect may be to scare the individual away from actual examination of the premise.

In the discussion about going away to college, the counselor likewise attempted a too rapid solution of the problem. There was not enough exploration of Louise's particular feeling of inferiority and how it operated to inhibit her best efforts. The counselor might have ventured the comment, "And being the equal of your sister is terribly important to you?" A remark of this kind might have led Louise to clarify the relation between a possible repressed resentment and her inability to study and low school achievement.

The same tendency to arrive at a quick, easy, and probably fictitious solution is evident in the interview with the mother. It is quite possible that the mother's glib responses may represent the intellectual insights of a psychologically sophisticated

person, but may not signify a real emotional acceptance of Louise's feelings.

We may be wrong. Only a more intimate follow-up of Louise's future adjustment could tell. Moreover, we should not forget that life itself may solve many more problems than are straightened out in a counselor's office.

CONCLUDING STATEMENT

Even this small number of partial reports of interviews indicates the infinite variety of approaches. No technic can be offered as a substitute for sensitivity of the counselor. There is no one best pattern for educational guidance interviews. The interview progresses as the individual progresses in the process of understanding himself and his relation to school requirements and further educational and vocational plans.

The interviews reported show many common faults of faculty advisers and inexperienced counselors: the tendencies to make up their minds beforehand as to what the student should do, to take for granted that the student must conform to present school conditions, to go too fast, to fail to follow clues, and to treat symptoms rather than underlying causes. Counselors could improve their interviews by listening intently to the student's point of view; by trying to understand what his behavior means to him, what is his idea of himself, and what is the status he wants to maintain; by meeting his needs for interpretation and information; and by making necessary changes in his environment.

Chapter VII *Educational Guidance During College Years and Later*

THIS CHAPTER PRESENTS SOME PROBLEMS OF the educational guidance of college-age students. The same reading procedure recommended in the high school section should be followed here. These interviews begin with an applicant to a state teachers' college, continue with problems of programming, study, and adjustment to college life, and conclude with experiences beyond the college walls.

INTERVIEW WITH APPLICANT TO A STATE TEACHERS' COLLEGE

The counseling of college students, instead of beginning during a hurried freshman week, might well begin in the homes of the freshmen accepted for admission, in the summer preceding their entrance to college. This has been done in several instances,[1] one of which we shall describe.

As preparation for the visits, the president of the college sent the parents a letter explaining that he wished his representative to call,

[1] Margaret Barker, "A Visit to the Home of a Prospective College Freshman," *Journal of the National Association of Deans of Women*, VI, 76–80 (January, 1943). Recorded here is one of the visits made by Dr. Barker as part of the research program at New Jersey State Teachers College at Trenton and sponsored by the National Committee for Mental Hygiene.

in order that the college might do everything possible to help the student make a satisfactory adjustment. It was left to the family to decide who would be present to see the visitor. The interviewer was interested especially in information spontaneously given and asked only such questions as the student would regard as natural to the situation.

On her application blank Rose indicated that she would like part-time work to earn extra spending money, but that she did not need the income for her expenses. Rose's father owns his own business and the older children are self-supporting, therefore the family can afford to send the youngest girl to college Rose's brother was sent to a professional school, but her older sisters could not go, although one of them wanted to teach. However, all the family are glad that Rose will have the opportunity they missed She has always wanted to teach and feels sure that her major should be in business education. Her good health record was confirmed in the interview.

During the interview both mother and daughter were present. Rose lives in an apartment on the second floor in one of a row of houses with no spaces between and no yards in front. It is a cheap building near the commercial section of the town. An odor of cooking pervaded the place. The mother came in apologizing for the cotton dress and apron she was wearing because of the heat and humidity. She is a short stocky woman in her fifties and speaks with a foreign accent. Rose is a plump, quiet girl who listens attentively.

Interviewer: There are a number of things about college I imagagine you'd like to talk about.

Rose: I wonder if I'll have a roommate.

I. Yes, almost all the rooms are double rooms, and the dormitory is always used to capacity.

R. There's a girl I think I'd like to room with. I do not know her well, but our families have been acquainted a long time and I think I'd like her. She is going to the M—— Teachers College.

I. You'd like to room with someone you know a little, rather than with a total stranger?

R. Yes. It's sort of hard for me to meet new people.

I. I'll see that your preference is considered, but I can't promise that it will be possible for you to room with your friend.

At this point the mother intervened and pursued the topic with unflagging persistence. She did not wish to leave it without a promise, despite what the worker had said.

R. Miss B—— said she couldn't promise anything, Mother. And I think I can get along with anyone whom the college assigns to room with me.

I. In that case, could you tell me a little more about the kind of girl you would like to room with?

R. I think it would be a good idea if it were someone who talked more than I do.

The mother interrupted to offer the worker some soda pop. The worker said she would really like nothing better than a glass of water, but the mother would have none of it and told her daughter to bring in the soda.

R. I think Miss B—— prefers water, Mother (and she brought it).

Mother: I think Rosie may be homesick, because she has never been away from home except with members of the family She will want to come home week ends, yes?

I. Students who stay for some of the week-end activities make friends sooner and are less likely to be homesick. In which activities are you interested, Rose? If I remember rightly, you mentioned sports on your application blank.

R. Did I really? Actually, I don't care much for sports. There weren't many activities in high school, so I didn't become interested in anything special.

I. You'll find a much smaller proportion of boys at the state teachers' college than you are used to in high school.

M. Rosie isn't interested in boys—not yet.

I. Do you have any questions you'd like to ask me?

M. What clothes will she need?

I. This bulletin (giving her a printed folder) gives suggestions about clothes and other details of college life. Some girls do their own laundry, using the equipment provided by the college; others send their laundry home.

R. I think I can do my own laundry.

M. She never does it at home. We have a woman to do it. I think it would be better for her to send it home. Will she have to make her own bed?

I. Yes, the girls do that

M. I think Rosie can learn. But she has never done anything around the house She spends her time studying. She often studies late at night.

I. The college has rules about that. Lights are all supposed to be out in the dormitories by eleven o'clock.

R. Oh, dear! I was hoping I could stay up as late as I wanted to.

I. You'll probably find a sixteen-hour day long enough.

This interview with Rose, held in her home prior to her entrance into the state teachers' college, indicates how effective this recent modification of procedure in the freshman orientation program may be. The counselor gathers information useful in helping Rose in her immediate and future adjustment to college.

Much is learned about Rose and her relationship with her family through the home visit. The counselor learns, for example, that Rose's college course has been made possible by the hard work and sacrifice of the family. Rose has not been permitted to participate in achieving this goal by earning money or by helping at home—only by hard study. Perhaps it is because study has been the only contribution permitted her, and because she has been aroused to too great a desire to excel, that Rose has become apparently overanxious, as indicated by her concern about the hours permitted for study. On the other hand, her present late study hours may result from poor study habits or inferior ability.

Rose's mother shows a strong desire to dominate. This was evidenced by her attempt to extract a promise from the visitor concerning the selection of a roommate, and by her insistence upon the kind of refreshment to be served. The mother is desirous also of keeping Rose dependent upon her. The suggestions

that her daughter return home for week ends, and that her laundry be taken care of at home, are indicative of the mother's willingness to prolong her daughter's dependence.

The counselor, of course, is deeply interested in Rose's reaction to her mother's domination. The girl is not completely subservient to her mother's will; she is able to assert herself and close the conversation about a roommate. She also decides for herself about the refreshment to be offered. That some insecurity has been developed shows in her desire to room with a friend, or with "someone who talks more than I do." Rose mentions also that it is hard for her to meet new people; neither does she have the interest in boys natural to a girl of her age.

All of these signs point to certain suggestions for Rose's guidance. It would be well to place her with a roommate whose social background is not too different from her own, but who is more secure in it. Because she is far too shy to function in any situation that would make her conspicuous, opportunities should be provided that will make social participation easy for her. Some of these opportunities should be in mixed groups where she can become acquainted with boys. A careful watch should be kept on her reaction to her school work to learn the cause of her anxiety about study, and the kind of help that she will need to allay her overanxiety

All of these problems which Rose is likely to experience are recognized before she enters college. Certain possible solutions are already at hand. How much more economical the guidance program becomes when it is concerned with the prevention of problems rather than with therapy after they have become acute! Rose has not been made aware of her problems in the clinical manner that would result if she were to be "referred" for counseling because she had failed to make necessary social adjustments or had been unable to meet required scholastic standards.

By making home visits counselors will avoid the present re-

grettable practice of analyzing students in a vacuum without adequate regard for the forces that combine to make their personalities what they are. This practice will also eliminate the need for accepting a secondhand picture of family relationships, distorted as it must be by the biases and prejudices of the person presenting the information.

AN ADMISSIONS INTERVIEW IN A SCHOOL OF NURSING

Miss Ball, a twenty-one-year-old college student, came by appointment to the office of the Director of a school of nursing to have her first interview after her application blank had been accepted. She was well dressed, seemed composed and dignified, and had a quiet manner.

First Interview

Director: Won't you sit down, please. I have your application blank here and I usually like to know why applicants are interested in entering our school of nursing.

Miss Ball: I finished my college this June and I have my heart set on entering your school, if possible—I have always wanted to be a nurse and at this time there is such a great need for nurses. I have two brothers in the Service and I feel that I want to do my part, too. Perhaps the war will be over before I become a full graduate nurse, but I know that all during my undergraduate period I will feel that I perhaps am doing some good for the civilians here at home. I have always hoped I could enter the nursing profession.

D. Do you have many outside interests?

B. Yes. I have always enjoyed people, and I lead an active outdoor life. I have always been healthy and contented. My family and I have always been great pals and we have had a wonderful home life. I spent four years away from them while I was at college, but I got home often because my college was near enough to allow that.

D. Your records—educational and health—are in good order, your references are acceptable, and after you have taken the tests today, we can tell you definitely whether you can enter our school.

B. Thank you. I am so anxious to enter.

D. I will see you tomorrow afternoon, if that is convenient for you.

Several periods of testing followed this interview.

Miss Ball received a physical examination, which included a chest X-ray. A trained counselor gave the admissions tests and the results were above the average of candidates for entrance to schools of nursing. The Director of nursing was given these results before her next interview with Miss Ball.

Second Interview

D. Come in, Miss Ball. I have very good news for you. You have passed your entrance tests very satisfactorily. You seem much interested in nursing, and I am certain that, after you enter the school, you will find satisfaction for that interest. Did you think the tests difficult?

B. No, except I was a little nervous.

D. Well, I am delighted to accept you into this school of nursing as a candidate for the B.S. degree. At the completion of your nursing studies, you will receive an R.N. with the B.S. in nursing.

B. Thank you, Miss C——.

D. We shall be looking for you on September 4, the date of opening for your class.

Prognosis

Miss Ball seems like a capable young person and shows interest in progressing towards her goal. She should make a good student and seems to be well qualified by personality for a career in nursing.

Follow-up Report Made on Student's Cumulative Record

Miss Ball entered the school of nursing and seemed well able to adjust to her new life. Her work was excellent during her first year as a student nurse. Her cumulative record to date shows that she has maintained her interest. Her theory is good and her application of theory to practical nursing problems even better. She has good judgment and should carry on throughout her nursing career in the same successful way.

The Director had obviously only a single purpose in conducting the interviews with the incoming students—to ascertain their suitability as candidates for the school. Undoubtedly she

accomplishes her end successfully for she is alert to every detail that is indicative of the applicant's fitness for nursing. Years of experience enable her to size up an applicant speedily. Grooming, speech, social ease, all of these things the Director notes almost automatically, and the candidate is measured against an invisible score of attributes desirable in a nurse. The questions she asks reveal what some of these attributes are, stock questions which she undoubtedly directs to each candidate: "I usually like to know why applicants are interested in wanting to enter our school of nursing." "Do you have many outside interests?" The quick short questions are shot forth like tennis balls from a racquet tightly strung, and no attempt is made to relate the next question to Miss Ball's previous answer. In her answers Miss Ball reveals so much of significance about herself that one regrets that the information is offered to someone who will make only limited use of it.

The second interview with Miss Ball is equally perfunctory, and more inexcusably so. The Director has the results of the test battery. But they are not interpreted to Miss Ball, although their interpretation would have been helpful in giving her insight into her own strengths, weaknesses, and indications of where she would experience the greatest amount of difficulty in her training; their diagnostic value is ignored; the scores are used solely as a means of making a judgment.

A MORE SUITABLE PROGRAM

Mary Smith came from a cultured, though not, in the full sense of the word, an "intellectual" home. Her father was an excellent lawyer and read quite a bit in his spare time—mostly poetry and current "good" books. He frequently read aloud to Mary. However, he died when she was eleven. Her mother was a charming and attractive woman interested in current events and people; she led an active life. She was not a college graduate. She wanted Mary to go to college and yet at the same time had overrated its difficulty. When Mary, planning her courses for the freshman year, mentioned taking physics, her mother looked worried and said, "Oh, do you think

you could pass that?" Mary did not take it. All through the years, when Mary picked up a book that was out of the ordinary run of the mill—such as Proust—her mother would say, "Do you understand that?" Pretty soon Mary would decide that she didn't, and stop trying. Her mother took Mary's clothes to the cleaners, put her room in order if she left it untidy, and took care of her laundry.

The first semester of her freshman year, Mary had excellent grades. The second semester at mid-term, her marks slumped a good deal. She also complained that she never had time to do anything and, when she did, she was thinking about something else she should be doing. Despite getting eight hours sleep at night, she took a half-hour nap every afternoon The courses she was taking obviously did not interest her. At the suggestion of a fellow student she went to see the dean.

Mary: Alice told me I should come in to see you about my program.

Dean: You'd like to think through whether it's the best program for you or whether another would be better?

M. Yes I did fairly good work the first semester because everything was new and exciting, but now I seem to have lost interest.

D. There is something you're more interested in now?

M. I still think I'd like to take physics, but Mother discouraged me. She thought I couldn't do it.

D. And you'd like to find out whether the chances are that you could?

M. Yes I've always wanted to be a doctor and now, during the war, there's more reason than ever for becoming one. But Mother wouldn't even hear of such a thing

D. If you found out you could succeed in science, do you think your mother would consent to your taking the premedical work?

M. Well, I rather think so Her attitude is not so much "I don't want you to do it" as "I don't think you can do it." And, when she feels that way, I begin to lose confidence myself.

D. So if you had evidence that you could succeed, it would give you more self-confidence?

M. Yes, that's the way it seems to me.

D. Well, there are two kinds of evidence you can count on quite a bit—one is evidence of general mental ability and the other is past experience. We have evidence of your men-

tal ability from the American Council Psychological Examination that you took during freshman week. Shall I get the test record and go over it with you?

M. I might as well know the worst at once!

D. As I remember your record, it's a case of knowing the best at once. (Dean gets record) The score on the American Council test is one of the best indications we have of a person's scholastic aptitude The score is most easily interpreted in the form of percentiles If you stand at the 50 percentile, you're average in the large group of college students in the same grade who have taken this test If you are at the 99 percentile, it means that only 1 per cent of the college students in your grade made higher scores than you; 99 per cent made lower scores. If you are at the 10 percentile, it means that 90 per cent made higher scores and 10 per cent lower scores than you did.

M. And where did I stand?

D. You were at the 97 percentile.

M That means that only 3 per cent of college students in my class made higher scores than I did?

D Yes, and that your chances of success in college work are very high. At Yale, they found that practically all of the men who stood as high as that on a scholastic aptitude test graduated with honors.

M. But what about special ability in science?

D. General mental ability is needed for science as well as for other college subjects. But we have still more specific evidence of your achievement in science. The Cooperative Science tests that you took showed that you had gained much more than the average student from your high school work in science.

M. I've always liked science and got high marks in my high school courses.

D. Which all gives us pretty good evidence that you could go ahead with a major in science, if that seems the best thing for you to do.

M. I think it is. The work would interest me and maybe shake me out of my present indifference. Women doctors are needed now and should be needed later. I've been reading articles about the lack of medical and nursing services in many rural parts of the country.

D. The placement officer was telling me the other day that she has more requests for majors in science right now than she can possibly fill. Industries need chemists and physicists, and there seems to be a demand for women with a combination of art and science to work on the manufacture of new plastic products.

M. That doesn't interest me so much, but it's worth considering. One never knows what's going to happen during the next three years and even Mother would agree that I should be prepared to make my own living.

D. What changes would this new plan make in your program for next term?

M. It wouldn't make much difference. I'd still take English and sociology, but I'd substitute physics for a literature course that I can take later if I want to, and begin biology. A doctor needs a good liberal education.

D. That's true. Every professional person needs some knowledge of sociology and economics in addition to his technical education.

M. Just now, I feel quite inspired, but I'm afraid the enthusiasm will wear off I wonder how I can avoid falling into the habits I've had this semester.

D. Might keeping to a reasonable daily schedule help? Many students find that doing so keeps them from wasting time trying to decide what they should do next.

M. I might try it.

D. Suppose you keep a record of exactly what you do for the next two days from the time you get up in the morning till the time you go to bed at night. Then we can talk it over to see if it's a good schedule to follow in general—flexibly, of course.

M. I'd like to do that, and I'll stop in next Wednesday.

With her mother's somewhat reluctant consent, Mary changed her program to include physics and biology in her second year. By keeping steadfastly to a reasonable time schedule, she brought up her second semester's marks. At the end of the sophomore year her marks were excellent, and she decided to go into the premedical course. She is now doing good work in medical school.

The dean in this interview is less directive than counselors in many of the other interviews reported. Especially in the be-

ginning, the student seems to be following on her own bent, even to the extent of ignoring the question, "There is something you're more interested in now?" Yet one has a feeling that Mary is being directed, if not by questions and comments, by the pervasive sense of what is expected of her at home and in school. She cannot easily jump the traces of the scholastic achievement expected of her.

The dean's technic seems to be to join what Mary has just said with the point she herself next wishes to discuss. Early in the interview, for example, Mary says that in the first semester she did fairly good work because everything was new and interesting, but that later she lost interest. The dean here wastes no time in negative exploration of the past, but moves into the present with her question, "There is something you're more interested in now?" The interview at first moves smoothly, without the jerky discordance of an oral questionnaire, but later lapses into almost Simon-pure instruction. The teacher in the dean has asserted itself, and the interview proceeds largely on an information-giving basis. However, the interview should not be condemned for this reason. The dean's use of the standardized test scores to increase Mary's confidence in herself and to test the validity of her choice is sound. The other information the dean gives is useful in helping Mary make her own decisions and plans. The dean gives weight to the student's opinions and decisions and puts responsibility on the student by asking the question, "What changes would this new plan make in your program for next term?"

Without direct questioning, the dean gets a most important lead concerning Mary's relation with her mother, who tends to make decisions for her daughter and to undermine her confidence in her abilities. A talk with Mary's mother seems to be the logical next step.

Even though Mary's insight into her problems is quick and keen, the dean propels her too rapidly toward medicine as a career. Unless Mary had already thought through her choice of

vocation carefully, she should have considered other factors than those evident in the interview before fixing so positively on a vocation.

DIFFICULTY IN GETTING ASSIGNMENTS IN ON TIME

Mabel was called in to see the faculty counselor because of an "incomplete" in English composition Her general mental ability, as measured by the American Council Psychological Examination, was well above the average college sophomore, and she had done good work in English during her freshman year. She was apparently having an attack of "sophomore slump."

Counselor: As you know from the note I sent you, I wanted to see whether we could work out a plan for snapping back into better work this year. You set such a fine standard for yourself during freshman year, it's too bad to let "sophomore sag" get you. What does the "incomplete" in English composition mean?

Mabel: I didn't hand in two papers that were required In that course we have to write a total of about ten thousand words. These papers were the first two assignments. One was supposed to be about five hundred words and the other fifteen hundred words long.

C. Have you turned them in yet?

M. No.

C. Why not?

M. I don't mind writing, but I hate to write on a time schedule. I can get all the papers in before the end of the term, but I don't like to follow a schedule.

C. You don't see any reason why papers have to be in at certain times—why they can't all be handed in at the end of the term?

M. Well—I suppose there *is* a reason. We ought to have criticism on the papers in order to make improvement. If we were writing poorly to begin with, we might keep on writing the same way unless we knew what was wrong.

C. From your standpoint, then, you feel a certain need of criticism and suggestions during the term so you will

see how to improve. What about it from the instructor's standpoint?

M. Of course, he couldn't possibly find time to read all the papers at the end of the term. That does put a different slant on it. But I find it so hard to get myself going. Once I start, I don't seem to have much trouble.

C. That's a common problem of writers. Do you remember any times when you didn't have trouble? When you got started easily?

M. Yes, I remember a paper I wrote last year on the race riot in X——. There were some things I just had to say about that and I wrote fast and furiously.

C. I wonder whether you haven't hit on the secret of getting started—to have some ideas you really want to express? Perhaps this semester you've been thinking too much of so many words to write rather than of ideas you want to share with someone—a definite audience.

M. I believe that's it. Now, I've decided to write the longer paper on hypnosis. That's a subject that fascinates me, and I've done a lot of reading on it, but I haven't thought of someone I wanted to tell about it.

C. And you think if you had vividly in mind some person or group to whom you wanted to communicate these interesting ideas on hypnotism, you wouldn't have so much trouble in getting started?

M. I'm sure I wouldn't. I'm sure I can write that paper over the week end. I'll imagine I'm writing it for our club of "serious thinkers" who discuss all sorts of questions.

C. Good. Do stop in Monday and let me know how you made out.

In this interview the counselor's suggestions about writing were sound and useful—having in mind something you want to say and someone you want to say it to before beginning to write. This instruction in writing, however, may not even have touched Mabel's underlying cause of anxiety which seems, at the moment, to be centered on imposed time limitations. The reference to her intense interest in the race riot ought to have been explored more fully for clues that might indicate impor-

tant aspects of conflict. Without ascertaining the forces that may have been withdrawing energy or creating resistance to handing her work in on time, the counselor is likely to get only fortuitous results.

The setting in which this interview was held should also be considered. In such an authoritative atmosphere where the accent is constantly on requirements and grades, the student's possible reaction to the counselor as an authoritarian ought to be recognized and handled. Even a warm and friendly manner is not enough. The counselor ought to review with the student at the beginning of the interview some of her initial feelings at being called into the counselor's office. This approach would either correct the student's misconceptions or confirm her adequate conception of the nature of the counseling function in relation to her own problem.

A CONSIDERATION OF POOR READING AND STUDY HABITS

Fred, a college freshman, was reported as doing poor work in physical education and in physics. It was customary for a member of the Committee on Academic Standing to interview every student who was doing poorly in two or more subjects. The student was asked to see the faculty member, and in this sense the interview was compulsory. The following account was written immediately after the interview was held, it includes the main points, but not the little details that made the interview seem informal and friendly.

Fred: I want to explain the report I received in physical education. There was a misunderstanding in the department. I had arranged with my instructor to split my attendance between two sections of physical education. The failure represents absences which should not have been recorded because actually I was attending the other section.

Counselor: Will you see the chairman of the department and explain that arrangement to him so that his records will be correct? What seems to be the difficulty in the other course? You are warned in Physics 2, and yet you are a science major.

F. Gee, I don't know. I suppose it is the same trouble I had last term. I just don't get down to work until I fear that I'll fail and then I buckle down and do all right. Last term I was reported as failing Physics 1 and in two nights I practically learned the whole course. I got an 85 per cent on the final, but I got only a C for the term.

C. What a grade you would have had if you had applied yourself all term as you did in that two-day-spurt term! What seems to keep you from studying?

F. My mind wanders and I can't concentrate. I read a few pages and discover that I don't know what I've read.

C. What kind of things do you dream about?

F. It's just daydreaming.

C. You know, there are two kinds of daydreaming—one about things you may be able to carry out in action. Some scientific inventions are of this type. And the fantastic type of daydreams that couldn't possibly come true. I guess everyone daydreams to some extent.

F. Mine are mostly of the second kind, and they interfere with my work.

C. So you think you ought to control them?

F. Yes, at least while I'm studying.

C. You know, there are ways of controlling daydreaming. Some of the tricks seem silly, but they work with some individuals. One of these tricks is to make a list of the things that tend to distract you from reading. Sometimes there are things that you are trying to remember and these keep coming up in your mind because you may fear that you will forget them. If you make a note of such things, you can feel reassured that you will not forget and then you can go on reading. Ideas sometimes come to us while we are reading that seem useful for other courses or activities. A listing of these ideas helps to keep us on the track of the preparation before us and keeps the idea from being lost.

F. What can you do about reading and not getting the meaning?

C. I would suggest that you try outlining after you've read each section. This helps you to read with an active mind. It forces you to concentrate on the text because

you know you are going to have to write a summary sentence or two for each important paragraph. You may have noticed that in good writing one can often get the main idea out of the topic sentence and the concluding sentences of each paragraph Read them carefully, pay special attention to these sentences. If they seem to sum up the sense of the paragraph, you might want to use them in your outline. If not, write your own sentence. Do this until you have learned to get the author's thought accurately. Then effective reading should have become a habit and a pleasure.

F. I think I'll try that

C. Of course, there are times when you are just plain tired. It would be wise to check on the amount of sleep you have been getting and if you feel that it is seriously deficient, that in itself might explain the difficulty of concentration. In that case, I'd suggest then that you forget about reading and go to bed. About eight hours of sleep beginning at about ten o'clock would make it possible to get up early the next morning to study. Early rising has other advantages; the house is usually more quiet—no radio.

F. That's true around our place, and it would be O. K. except for the nights I go out to dances and meetings. Say, Mr. N——, what can you do about studying English? (Fred was not warned in this subject.) I like it, but don't seem to be able to get a decent grade.

C. How do you prepare for your English class?

F. I read the assignment for the day.

C. What is your assignment today? Let me see just how you read it. (Fred took out his book and started in immediately to read After he had read for a few minutes, the counselor said, "Now tell me what the author was saying." Fred seemed rather startled and could remember only a few isolated fragments of ideas.) What sort of things have you discussed in your English class lately?

F. Oh, content, style, technic, and that sort of thing. Sometimes contrasts and comparisons are made with other essays that we have read.

C. Wouldn't it be a good idea for you to read with the

purpose of getting ideas you could contribute to that kind of class discussion? Then you would be going one step beyond reading the essay, you would be thinking along the lines the class discussion is likely to take. Also, you would make comparisons and contrasts as you read. My guess is that you don't do much of it now.

F. No, I don't. I could prepare a list of questions which might be raised on the assignment and after I've finished reading, attempt to answer them. Then I'll go to class with some opinions of my own on the essay read.

C. That's a fine idea. I'd like to hear how it works. Why not drop in to see me some day next week and tell me about it? You might bring in your assignment in one course and see if we can work out more effective methods of reading assignments.

In approaching Fred as man to man and making specific suggestions, this counselor does considerably more than many faculty advisers who only shake their heads sadly when confronted with the student who is doing failing work and advise him to "work harder." His approach is positive and he assumes that Fred would prefer to do well in his subjects and could improve, if he only knew how.

The informal reading test, inserted in the interview, makes the reading difficulty clearer to the counselor and to the student. The three suggestions that Fred's counselor gives him—to read with a specific purpose, to pay attention to the topic sentence which introduces the main thought and the concluding sentence which frequently summarizes what has been said, and to try to put the author's pattern of thought in outline form—are helpful reading technics that a surprisingly large number of college students have never mastered. These reading methods should be taught in the classrooms so that the counseling time could be used for diagnosis and more individualized remedial work, such as the counselor suggests for the next meeting.

A common criticism, however, applies here. The counselor's

orientation toward study problems is in the direction of technics. This direction is sound only if the counselor has established for himself and for the student that the problem and its solution are confirmed to this narrow area.

The counselor needs to have something of the creative imagination of the writer of fiction, who must build characters whose reactions are consistent with their personality structure and the demands of the situation in which they are placed. The counselor must be able to deduce the character of a problem from what he learns about the person in his environment.

In Fred's case, a great many possible reasons for his inability to concentrate suggest themselves. True, the study problem as it is introduced may be either deep-seated or superficial. But the best procedure, therefore, would be to give the student ample opportunity to talk about himself and his relationships. The factors responsible for his present difficulty are often as unknown to the student as to the counselor. In this way, the student can throw light on his adjustment and the counselor, aware of the many factors in the lives of young people that are often the foci of difficulty, can help him to analyze and deal with the causes of his inability to concentrate.

A superficial approach is not justified on the basis of limited time, for it may confuse the student and block the way to more adequate analysis. Time is required for Fred and the counselor to explore such questions as: Why does Fred daydream? How does he feel about what is happening to him in his freshman year at college? What are his plans for the future? How does he see his present curriculum in relation to his dreams of the future? What would he rather be doing than studying? These questions, raised and answered in the course of the conversation, might create a greater awareness of seemingly unrelated factors in the situation that would give the counselor and student a real basis for an effective counseling process.

Fred's use of the fear of failure as a major motivation in his school work may extend to other phases of his life. Is the boy's

approach to study problems merely a defensive staving off of disaster? What are some of the wider implications of such a philosophy? Does he recognize reality only when it threatens his fantasy?

FRESHMAN FREEDOM

Bert is in his first year of college and is living with three older boys in an apartment that they rent. He goes to his beautiful home in the suburbs for week ends. The first interview with his mother brought out the problem as she saw it.

Counselor: Good afternoon, Mrs M— Won't you sit down? Here, I think you'll find this chair more comfortable.

Mrs. M.: Thank you, Mr. E—. You're probably wondering why I asked to see you this afternoon.

C. I'll be glad to have you talk things over with me. Incidentally, Mrs. L— sent this letter to me asking me to thank you and the ladies for your fine work on the Community Service Project. They're having a luncheon a week from this Tuesday and they'd like you to say a few words.

Mrs. M. Now, isn't that wonderful. You know, we try to do our little bit. The ladies work *so* hard. (Continued to talk at length about her work as president of the women's organization.)

C. You were saying you wanted to talk with me this afternoon. Was it about Bert?

Mrs. M. Yes. I tell you, I don't know what's going to become of me. It isn't enough that Bill has gone to war, now Bert runs away. But he learned a lesson. When he came home, he cried like a baby. That's what I came to speak to you about. He respects you. He won't listen to a word I tell him. My husband says for me to leave him alone and stop bothering him—that he's a normal boy. Can you do something with him?

C. Tell me more about it.

Mrs. M. There's something wrong, I know. He's just disappeared out of my life. He's not mine any more; he's like a stranger. Even a stranger would treat me better.

If I say one thing, he does another. His friends seem to mean more to him than I do. He won't listen to a word I say.

C. That must be hard on you. It's what many mothers have to go through when their sons grow up and go away from them.

Mrs. M. But I'm ashamed—thoroughly ashamed. Everyone in the town knows he ran away People look at me as if to say, "That's *his* mother" I'd run away from it all myself if I felt I could accomplish anything.

C. And how do you think I can help?

Mrs. M. Truly, I don't know. But Mrs H— has been telling me what you've done with her Johnnie I want you to make a man of Bert. Take him in hand He thinks the world of you Maybe you can do something with him He's very grouchy when he comes home for week ends I'd like to know what I can do to keep him happy. Sometimes he has no consideration for me If there's something bothering him, perhaps we can straighten him out Another thing: he hasn't been able to find himself. When my husband asks him what he's studying at college, he says, "Oh, everything" He can spend more money than any ten people. I don't know where it goes. He's always asking for more money.

C. You were saying that Bert can't find himself.

Mrs. M. Yes. When my husband asks him whether he has any goal in mind, whether he wants to go into business with him, he says he doesn't know. Every week end the same question comes up All he says is, "I don't know."

C. A great many boys of that age have the same feeling of uncertainty. Our vocational guidance service is especially interested in that problem.

Mrs. M. My husband and I had a long talk the other evening and we figured out you might be able to help. That boy has all the respect in the world for you. . . .

C. And you want me to try to find out what's troubling him and to have him make use of the guidance service, is that right?

Mrs. M. Yes.

C. This is Bert's first year in college, isn't it?

Mrs. M. Yes, he stayed out of school one year and then started last September.

C. How were his marks in high school?

Mrs. M. Excellent. He had an 85 average.

C. Why didn't he enter college when he graduated from high school?

Mrs M. Well, he tried to enlist in the Air Corps, but he was rejected. He has a bad foot.

C. That gives him a 4F classification?

Mrs M. Yes.

C Was he disappointed about not being able to serve in the Army?

Mrs. M. It was not so much that he couldn't serve as it was to be rejected from the Air Corps. Goodness knows, he bothered us for months before we'd allow him to go. He had his heart set on flying. And all of his friends had left.

C. What friends does he have now?

Mrs. M. At first he went around with boys still in high school. Now he's made new friends in college. I don't know who they are But I know they're not good friends for him. He stays up all night—says it's a waste of time to sleep too much. He seems to know all the drinks there are.

C. You mean liquor?

Mrs. M. Yes.

C. How do you know he stays up all night?

Mrs. M. When he comes home for the week end, he's a wreck. I have to stuff him with food and make him sleep in the afternoon When he leaves Sunday night, he looks like a new person. When he comes back, he's pale and has rings under his eyes.

C. Is he a member of a fraternity?

Mrs. M. Yes, but he doesn't live at the fraternity house. He has a room near the college with three other boys.

C. Do you know them?

Mrs. M. He often talks about them but I've never met any of them.

C. Are these the boys who you think are leading Bert astray?

Mrs M. I don't know whether it is they or others.

C. Tell me more about them—where they live, who their parents are, how did he choose them as roommates?

Mrs. M. He commuted at first; then he met the boys at his fraternity. They're older than he. He doesn't say much about them. When I ask him direct questions, he tells me not to bother about trivialities. I was up to his room once

C. What kind of a place is it?

Mrs. M. Not such a bad place. But I've never seen such a dirty stove—the burners are full of grease and the pots haven't been cleaned in months. There are cigarette stubs all over the place, dirty socks on the floor. There are pictures of girls on the wall which they cut out of magazines. If the police ever came up to that room, they'd all go to jail. I don't see how the landlady tolerates them. I asked her if the room was always like this, and she said she cleans it every day, but by the next day it's the same thing all over again.

C. What else did the landlady say about the boys?

Mrs. M. She said they were wonderful boys—very well mannered but wild. They make a little noise at night once in a while. She probably didn't want to knock them too much for fear of losing them as tenants. We have such a beautiful home and he lives in such a dump. I couldn't stay there for one night.

C. You didn't meet any of the boys while you were there?

Mrs. M. No, I didn't even meet Bert. I waited two hours and then left. When I told him that I was there, he said, "Oh, it was you. The landlady told us one of our mothers was there. What did you think of the joint?"

C. What did you say to that?

Mrs. M. I said I thought he'd better move, and he almost threw a fit at that.

C. Did you tell your husband about the place?

Mrs. M. Yes, and he laughed and laughed. He said it would do Bert good. That he ought to be away from home.

C. Can you tell me more about the way he behaves at home?

Mrs. M. It's hard to put into words. Most of the things he does I pass off. I make out I don't even see them. It's more his attitude than anything else. He's so disagreeable at

home. I try so hard to please him. I try to give him the best of everything During the depression it was pretty hard. He worked while going to school. I think it did more good than harm. For a few years he knew the value of money.

C. In what ways is he disagreeable at home?

Mrs. M. He doesn't get along with his younger brother. Sometimes he wants to kill him. If someone says a cross word to him, he flares up He's suddenly become a man of the world. He wants wine served with his meals. If things aren't just so, he'll go to his room and stay there, or make a terrible fuss. Sometimes he sits at the table without saying a word. He's never wrong. No matter what anyone tells him, he always thinks he's right.

C. Is he like that all the time?

Mrs. M. No, that's the funny thing about it. Sometimes he can be an angel. When the family goes anywhere on holidays, he's a perfect gentleman. When he's at home, he's like a caged animal. What do you suppose is the reason for it?

C. That's exactly what we want to know—why? Can you think of anything that might make him act that way?

Mrs. M. I haven't the slightest idea. We handle him with kid gloves—except when my husband gets angry.

C. And then—

Mrs. M. Oh, he doesn't hit him. I don't think he's laid hands on Bert since high school days. All he has to do is to give him a look.

C. Have you ever tried talking with Bert to get at the root of the trouble?

Mrs. M. Yes, a number of times. Every time I ask him what's the matter, he says, "Nothing. Why?" When I ask him why he walks around with a grouch all the time, he says, "I have no grouch. What makes you think I have?" Sometimes he'll say, "Can I help it; that's how I am."

C. You told me once he liked to play with girls when he was nine or ten years old.

Mrs. M. Yes, that was when he had a heart condition that did not permit him to run around much, and he couldn't

play ball with the boys. He liked to play with dolls until he was twelve.

C. And what caused him to stop playing with dolls?

Mrs. M. He started playing ball with the other boys, but gave it up more or less He didn't know how to play at all; he had been limited in his activity so long.

C. He played basketball in high school, didn't he?

Mrs. M. Yes. He's fine now.

C. What do you think caused Bert to run away?

Mrs. M. The week end before he ran away, he took the car after his father had told him not to. His father noticed the next morning that the fender was smashed in Bert said he was afraid he would be punished, so he ran away.

C. He was gone almost two weeks, wasn't he?

Mrs. M. Yes He learned a good lesson. I think he'll appreciate his home from now on.

C. Where did he get money to live on?

Mrs. M. He sold some of his belongings for much less than they were worth.

C. When you knew he was missing, did you get in touch with his roommates?

Mrs. M. My husband did. They said they didn't know anything about it. All they knew was that he hadn't come back Sunday They had had no word from him. He felt they knew more about Bert's disappearance than they cared to say.

C. I understand he walked in on you Wednesday.

Mrs. M. Yes, he said he was afraid we'd be worried. Then he started to cry like a baby.

C. You've helped me very much, Mrs. M——, to get a clearer idea of the situation. Have you talked to Bert about coming to see me?

Mrs. M. No. My husband suggested that I say nothing about it. He said that you'd be able to handle it in your own way.

C. Good. I'll give him a ring and have him drop in.

In this interview the mother gave many clues about the dynamics of Bert's behavior, which could be examined tentatively. Here is a boy who, during the years when he would normally have been a member of a boys' gang, was prevented by a heart condition from

participating in their activities. This created a developmental gap and gave him difficulty in establishing his masculine role. His present absorption in his college group may be a regression to that earlier neglected stage in his development.

There is also the possibility of exploitation by the older boys who find him unsophisticated and a good source of funds. That he has a distorted idea of what it means to be "old," mature, sophisticated is, in large measure, due to the fact that our culture has no clear-cut standards of conduct, but rather an ambivalent attitude toward intoxication and promiscuity. In certain other cultures, for example, there is no drunkenness because the disapproval of it is unequivocal. Bert's values are confused and immature partly because the society in which he lives has no clearly established values.

In addition to these personal and social factors, Bert is facing the normal adolescent problems of gaining psychological independence from a possessive mother and of finding his vocation and philosophy of life.

An interview with the father clarified the impression given by the mother of Bert's period of isolation from boys' activity around the time he was ten years of age. However, his readjustment seemed to have been handled very well. The transition was made from dolls to puppets, and thence to clay modeling and drawing, and he was given special instruction in basketball and other sports. At sixteen he had outgrown his tendencies toward femininity and had learned to play with other boys of his age.

Another important factor was brought out by the father when he said, "Years ago we had our man-to-man talks. Now I've lost contact with the boy. I suppose I'm more to blame for it than he is."

In his first interview, Bert was ill at ease and extremely restrained. The counselor, sensing that he did not want to talk about his family and personal problems, directed his attention to another matter. "There's a shortage of club leaders due to the war," he told Bert. "Boys come to me every day with hopes of forming a group. Just now I need a leader for a group of fourteen-year-old boys."

Bert was reluctant at first, but finally recognized the genuine need for this service and yielded, though he protested that he knew nothing about leading clubs. The counselor told him that they would go over plans and procedures before and after each meeting and discuss the problems that came up. He left rather enthusiastic about the forthcoming club meeting.

His leadership proved effective and the boys were enthusiastic.

"He's a swell guy," and "He's tops," were the remarks made. He met the counselor beaming and said, "They're a swell bunch of kids, and I got the biggest kick out of the meeting." In this contact Bert told a little about his college life, but the counselor did not pursue this line of conversation for long lest Bert feel that he was prying into his affairs. Before leaving, they went to look at the vocational guidance library.

In the next interview, Bert talked very freely about many subjects—his interests, his political and economic views, his ambitions and daydreams, his changes in mood, his relationship with his mother, his dislike of the dullness and lack of intellectual stimulation in his home town. He expressed a definite attitude toward his rejection by the Air Corps: "I have an opportunity now to live a fairly normal life, with reservations, of course. I know that I shall not be interrupted in whatever I plan to do. I must admit that I feel very self-conscious about not being in uniform and the war adds to a definite feeling of insecurity, but I have accepted my position and will make the most of it."

The boys' club was extremely successful and Bert proved to be a capable leader. In an interview following a club meeting that the counselor observed, the counselor gave him the Thurstone "Attitude Toward God" blank which he had mentioned in the previous interview. This the boy filled out thoughtfully. He decided to talk over his religious views with his mother. He said, "I feel like a hypocrite for observing her traditions when she doesn't know that I don't believe in them."

In the sixth interview Bert told about his conversation with his parents and expressed surprise that his mother had taken his confession of disbelief so well. He said, "I had an inner glow and satisfaction. I had never given my mother much credit for intellectual prowess, but I've changed my mind completely. . . . It was perfect. Just what I needed. It drained my system of the poisons I had stored up for a long time."

His conduct of the club meeting that afternoon was buoyant and humorous.

The counselor, at this point, has obtained an understanding of Bert that will be useful in helping him to get a clearer idea of his more acceptable self. Continued counseling is indicated until the boy comprehends the relation of his past to his present, and acquires technics of living that will enable him to move forward to the kind of future he really wants and ought to want.

There are excellent elements in the handling of this situation. The counselor made an important contribution by listening. His restraint and his refusal to be sucked into a "quick answer" approach are admirable. Further exploration of the mother's ambivalence on the subject of her son's growing independence would not have been out of place. The counselor might have said, for example, "I can understand that you feel two ways about Bert's growing independence of you." Acceptance of a possessive mother's ambivalent feelings is often helpful to her.

Some might question the step of recruiting Bert for club leadership, even if it did seem to develop social responsibility and self-confidence. By that suggestion the counselor thrust his own solution very positively into the situation; thereby he risked many hazards, especially in that he acquired a stake in the student's success. Bert's failure in the activity would not have constituted a simple personal failure; it would have carried the note of failing the counselor as well. If the counselee succeeds in this kind of plan, one never knows to what extent he is motivated by a desire to please the counselor. In a case of this kind, where the counselee is actively at odds with outside authority, it is often wiser for the counselor to wait until he expresses a need for being of service.

A CASE OF LACK OF PURPOSE

Frank had about average mental ability as compared with other college freshmen, but he seemed to feel no drive to use the ability he possessed. Because of poor work in all subjects and very poor work in two subjects, he was asked to see the faculty adviser.

Counselor: You know much more about the reasons for your poor start in college than I do, Frank. Have you thought it through at all?

Frank: No, I just let the work slide.

C. College work doesn't seem important to you?

F. No, it really doesn't.

C. Why did you come to this college?

F. To get a diploma, I guess, and because my father wanted me to. This college was convenient—right near home, and tuition is free.

C. So going to college seemed the easy thing to do?

F. I guess so.

C. If you hadn't come to college, what would you have wanted to do?

F. Work, I guess. I don't know.

C. What kind of work would interest you?

F. I haven't any special interest

C. Have you ever had a job you were keen about?

F. No, I've never had a real job. Maybe that's what I really want.

C. Do you do any part-time work for pay now while you're at college?

F. No.

C. Belong to any clubs?

F. No.

C. Take part in any community activities?

F. No.

C. So you have time on your hands, but nothing especially interesting or worth while to do. Would you mind telling me just what you did yesterday?

F. Well, I got up about eight o'clock and went to class at nine and to another at eleven. Between classes I talked with some of the girls. We went out to lunch and got back for a two o'clock class. After class we went for an auto ride and got back in time for dinner. After dinner I started to study, but friends of the family came in and I had to go down and see them. They didn't leave till eleven and then I went to bed. The next day I didn't go to class because I wasn't prepared.

C. How do you feel about spending a day like that?

F. I don't get much of a kick out of it.

C. When it's over, you feel sort of uncomfortable and unsatisfied?

F. Yes, I guess that's it.

C. If you had no college responsibilities and were free to do anything you wanted to, what would you like to do?

F. I think it would be some form of music, but that isn't very practical.

C. It's a very good way to spend some of your leisure time and, in some instances, has led to paid orchestra or radio work. Jim Black, for example, kept practicing on his trumpet, played in his school orchestra, and finally got into a good professional orchestra and some radio engagements, besides

F. I'm afraid I haven't enough skill to begin with. I've taken violin lessons, but never practiced seriously.

C. How would you feel about leaving college for a year and doing some real work that needs to be done?

F. I've thought about that when I've read about the need for farm workers.

C. The need for food for people in devastated countries seems to you to be very great, and you think farming is important; it would be work that appeals to you as worth while?

F. Yes, that's the way I felt after reading some of the articles in *Life*. I sort of think, too, I'd get a certain satisfaction from doing some hard work. I've never really done any hard work all my life.

C. And you feel doing some hard, worth-while work is the thing you've missed in life?

F. Maybe.

C. Could you talk this over with your father?

F. He'd understand better, I think, if you did.

C. I'd be glad to, if you want me to. What do you think I should tell him?

F. Perhaps you might tell him college doesn't seem to have much meaning for me now, and I can't seem to get down to work. And maybe if I went to work for awhile, I'd know better what I wanted to do.

C. That's a good approach. He would probably insist upon your finishing this spring semester, but might be willing for you then to get a responsible job on a farm. Could I tell him the chances are good that you will work hard the rest of this semester if you have the summer's work to look forward to?

F. I think so.

C. Then you'd have definite credit for one year of college work and could come back and start from there, if a college education became important to you. You'll not

feel strange doing this, for you'll find many other students whose college work has been interrupted and who are coming back to continue their education.

F. Yes, I know. That's one of the things that makes me restless now. The fellows who are returning to college after having been out for one or more years seem to know so much more about life than I do, and seem to know just what they want to get out of college.

C. I've noticed that, too. Come in again next Wednesday and let me look over your daily schedules for the next few days. Now I called you in to talk about your unsatisfactory work in chemistry and biology, and I haven't given you any help except to suggest that you find definite time to study each subject. There is, of course, a tie-up with both of these subjects and scientific farming. And it would be a good idea if you asked your instructors in these subjects to give you a few pointers on how to study them most efficiently.

F. O. K. And you'll see my father sometime soon? He's free any day after five o'clock.

C. I'll call up today and make an appointment with him.

One of the most difficult counseling situations is that in which the student feels no need for counseling, or even takes a negative attitude toward the counseling situation. He shows no inclination to take responsibility and no readiness for help. Yet such students are often in need of counseling and the counselor must face the problem of overcoming this initial resistance.

This counselor, though to a less extent than some others, felt the need for quick and summary solution. Perhaps this was all he could accomplish in the short time available. If time had permitted, the causes of Frank's unhappiness should have been explored. Even in the interview as it stands, the counselor could have explained his function and the ways in which he might be of help.

This boy needs counseling of a less superficial nature. His problem is not one that can be solved by giving him advice or information, no matter how sound it may be. Unless the boy

comes to understand himself, discovers for himself the causes of his aimlessness, and finds and uses resources within himself and his environment to build up his more acceptable self, the counselor cannot claim to be successful.

SOME COMPLICATIONS FACING A COLLEGE FRESHMAN

In this case of a freshman girl educational guidance was given over the entire year. The following excerpts are from three interviews scattered over this period of time.

First Interview

Soon after the beginning of the college session, freshmen were invited to make appointments for regular personnel conferences to discuss their work, problems, or plans in general. Miriam was one of the first students to sign up for a conference. The first thing she and her counselor did was to go over Miriam's schedule. The counselor found that she was taking a full freshman course of fifteen hours plus twenty hours of outside work. Miriam said that her course did seem a bit heavy, but she thought she might "swing" it.

Counselor: Are you enjoying your work, or does it seem like a burden?

Miriam: I enjoy all my college work except math and French. I just do not understand math and I'm not interested in foreign languages.

C. Do you know anyone who is good in math who might like to study with you on the nights before each class? If you worked with someone on the problems, they might become clearer to you.

M. I know one girl in my class whom I could ask. She doesn't know much more about it than I do, but together we might understand it better. I'll ask her about it.

C. Your math teacher would be glad to give you suggestions as to best methods of studying this subject. As for the language, interest grows as you realize how small the world has become, and as you learn more about other peoples. Very effective methods of learning a foreign language have been worked out. Did you

know it was possible to learn a language as difficult as Russian in six weeks? Do you use the language records we have?

M. No. Miss L— mentioned them, but I haven't done anything about them.

C. They are very useful to fix phrases and pronunciation in mind You can play them over and over again until you know that material perfectly Since they are made by experts in the field, they teach you the correct pronunciation

M. That's a swell idea. My roommate and I are both studying French and we can use the records together.

C. We also have an unusually fine collection of beginners' books in French. Some of them are primers and first- and second-grade readers that are used for French children. You will find them amusing and will be able to read them fluently They will give you a firm foundation in the basic French vocabulary.

M. I've always loved children's books and it will be fun to read them in French.

C. I can see how you'd enjoy them. And the greater your interest is, the easier it is to remember a subject I'm sure as the year goes on, and as your study habits improve, your work will come easier to you. According to this schedule, there is very little time left for recreation How is your health, Miriam?

M. I'm seldom sick; very few colds. It takes a lot to make me feel tired.

C. That's fine. Good health is a fine base for a successful college year. According to your test results, you have the ability to do above-average college work without special strain. However, it's not clever to take unfair advantage of a good constitution and to pile on too much outside work. (A thorough discussion of sleeping habits, eating habits, and rest followed.)

Out of this interview came two definite suggestions:

1. That Miriam get someone to study math with her.
2. That her daily schedule be revised to yield a little more time for recreation and personal life.

Miriam indicated that she would like to come back for another discussion after she had received her first six weeks' report.

February Interview

Miriam came into the office at the appointed time greatly excited over the contents of a letter she had in her hand. She explained to the counselor that the letter asked if she would work one afternoon a week in a downtown business office.

C. What advantages do you see in doing this?

M. To be perfectly frank, I have exactly $4.00 and it's only February I hadn't thought what I would do for spending money when the $4.00 is gone. This work would mean $3.00 a week I could even save a bit out of that.

C. So the work would make you feel more secure financially.

M. Yes. I am completely on my own.

C. Where would you find the time? You don't have a free afternoon any weekday, do you?

M. He said I may come on Saturday afternoon, and that is what I thought I would do unless you think it is entirely impossible.

The counselor and Miriam discussed her progress thus far in school She and a fellow student had been working three nights a week on mathematics and had been having some fun at the same time. Her first semester's report gave her a B average. She had not been sick at all and seemed well adjusted to college life. The counselor and Miriam decided that there was no real reason why she should not give the new job a try, with the understanding that, if she became very tired, or could not keep up with her college work, she would come in to work out some other plan.

In this interview, through discussion, two points were brought out, which Miriam reported later had been very helpful to her:

1. The fact that most people do not work to their fullest capacity. Most people can do a great deal more than they are doing. Learning how to organize time saves time. Some students waste much more time than do others. And we do not consider constructive leisure as time wasting. Students with heavy schedules often utilize the free minutes between classes. And it is amazing the odd moments one can use for letter writing.
2. The fact that short hours of work that a person regards as drudgery may do more harm to his mental and physical well-being than much longer hours of work that he thoroughly enjoys. If one enjoys his work, he can carry a fairly large amount of it.

April Interview

Miriam came to this appointment almost discouraged, not about present conditions but about the future.

C. Well, how are things going?

M. I guess they are going too well. I mean, they have gone so well, I'm unhappy because they must end.

C. You feel that you cannot go on with college next year?

M. Yes. I came to school with only enough money to keep me here a year. I've enjoyed college so much, I do not want to leave at the end of the year. But I don't see a chance in the world for returning The time has come to reserve rooms for next year. While I'm tempted to reserve one, I just know there is no use.

C. Well, let's think the thing through. It may not be impossible. Since college right now is important to you, what would you think of borrowing enough money to finish?

M. I don't think I could do that. Our home is already under mortgage. I'd never get out from under more debt. I even keep thinking that I should go back to work and help them out.

C. Have your parents managed pretty well this year?

M. Yes, but they have done without things they have needed.

C. You think your parents feel they are making too great a sacrifice for you?

M. Oh, no! They want me to go through college. They believe that if I do, I'll be in a better position to help them later. And they'd feel proud to have me graduate from college.

C. So you feel they are glad to do without some of the things they need now?

M. Yes. They'd be even more disappointed than I, if I couldn't go on.

C. Your success in college means a great deal to them?

M. Oh, yes.

C. Do you plan to work this summer?

M. Yes.

C. How much could you save?

M. I guess I could save $100.

C. Could you continue your part-time work downtown next year?

M. I think so.

C. Because your work for the college is of a skilled nature, I am going to recommend that the amount of pay per hour be increased. That would add a little more to your funds.

M It almost looks as if I could make my room reservation.

C. I think so, too. Your fee is refundable until the middle of the summer You would know by then how much you could save from your summer work.

M. Thank you very much. I'm beginning to feel that things will work out fine

Miriam did remain in school, and because she had to use a good deal of time in remunerative work, she learned to study more efficiently

Educational guidance, in order to be effective, must be a highly individualized procedure. The counselor cannot rely on stock formulas and prescriptions. He can make available to students the results of tested technic of study, but if these become the center of his emphasis, then he loses sight of the true center of emphasis, the *particular* individual being counseled.

Miriam's problem of financial support came up in the first interview. An investigation of this and a practical plan would not only have relaxed tension but also increased her scholastic efficiency. Instead, the student carried the anxiety about financial conditions until she reached a crisis. Educational guidance must see its function as primarily prophylactic rather than palliative. It is a characteristic of immaturity to fly to fantasy for speedy solutions, or to bury doubts and problems by refusing to face them. One aspect of maturity could be defined as the ability to live with uncertainty as a natural component of life. The counselor can help the young person cope with uncertainty by looking ahead with him, by raising questions which he half suggests but dares not face. Thus by balancing naive certainty

with the realistic recognition of the kind and amount of uncertainty, the counselor can help a student take account of more factors in a given situation than he alone can see or wishes to see.

Miriam's problem at the outset was probably more than lack of interest and poor study habits. It was complex, including these factors and the financial one as well. It is the counselor's function to be sensitive enough to catch as many angles of the problem as possible and to see their interdependence. For example, the twenty hours of outside work mentioned in the first interview should have been considered in relationship to the student's difficulty with mathematics and French. Out of such a consideration might have come an earlier discussion of the financial question. On the other hand, if study difficulties were uppermost in the student's mind, it was good procedure to do something constructive about them at the beginning. Success along any one line usually increases the student's confidence in herself and in the counseler.

A POSSIBLE PHYSICAL BASIS FOR STUDY DIFFICULTIES

Nancy is a young college freshman. The dean asked her in to see whether she was adjusting to the new college conditions.

Dean: Good morning, Nancy. Won't you sit down?

Nancy: Thank you.

D. You live at East Hall, don't you? Have you met Ruth Leacy yet—the girl who just left?

N. Oh, yes. She's the one who was hostess at the tea last week. She's very friendly, isn't she?

D. Yes, she's a fine girl, too. Are you getting a chance to get acquainted with a good many girls?

N. Oh, yes. Everything's all right.

D. You aren't finding that entering school in the middle of the year is hard then, are you?

N. No, not very.

D. That sounds rather doubtful. Are you having any difficulty with your studies?

N. Oh, I don't know. I don't seem to be able to do anything to suit the biology professor I had an A in zoology last semester in the other school, and now I've had C's on both the laboratory reports I've handed in.

D. Why do you suppose that happened?

N. I suppose maybe they aren't as good, but I can't see through that contraption with the reflecting mirror on that microscope that he expects us to use. I'm not used to it, and I get all mixed up, so, of course, my drawings aren't very good. Sometimes I can't see what is on the slides at all, and I never see what I'm supposed to see

D. That certainly makes lab work difficult. Do you ever notice any difficulty when you are reading?

N. That's just what worries me. I'm sure that work with the microscope is ruining my eyes, because sometimes I get a terrible headache when I'm reading, and when I'm in class, my eyes sometimes blur so badly that I can hardly see.

D. When did you last have your eyes examined by a reliable oculist?

N. About a year ago. He said then that I didn't need glasses. I'd hate to wear glasses.

D. You feel they'd spoil your good looks?

N. I suppose so—

D. Don't you think glasses make some people look distinguished? Some of the seniors, for example?

N. I do think some of the seniors look quite smart in those new-style rims and shapes.

D. And nothing could be more unbecoming than the wrinkles caused by constant squinting and severe headaches.

N. I suppose that's true. Do you think I ought to go to an oculist?

D. Yes, I do. My oculist tells me people's eyes sometimes change a great deal in one year. You could be excused from classes tomorrow to make the short trip home to your own oculist. You'd better telephone first to be sure you could get an appointment.

N. All right, I'll do that. I'm quite sure that's the cause of my difficulty with zoology, because I understand what I read perfectly, but fail on the laboratory reports

D. This sounds a bit preachy—but it's true that your general health affects your eyes, and I'm wondering whether you're

allowing time this semester for outdoor play and sunshine, and whether you get the "Basic Seven" every day.

N. Frankly, I haven't been outdoors much this semester, and I'll plan to stroll around with the girls outdoors at noon and go out for a sport in the afternoon. But what are the "Basic Seven"?

D. They are seven foods that a number of nutrition authorities say should be included in our daily diet. They are (1) oranges, tomatoes, grapefruit, raw cabbage, or salad greens, (2) green and yellow vegetables, (3) potatoes and other vegetables and fruits, (4) milk and milk products, (5) meat, poultry, fish, or eggs, dried beans, peas, nuts or peanut butter, (6) butter or margarine to which vitamin A has been added, and (7) natural whole-grain or enriched or restored bread and cereals. You see, I've learned my lesson!

N. I think I have most of these every day, except, perhaps, the green vegetable, and egg, and butter. I've been passing by the green vegetables served at lunch and dinner, and the eggs for breakfast, and I don't eat butter because it's fattening.

D. If you need to reduce, which I doubt, for you seem just about the right weight to me, it would be better to cut out some of the sweets rather than the butter, for butter has vitamin A which is mighty important, especially so for healthy eyes.

N. You did get pretty preachy, Miss C——, but I can "take it." And thanks for everything.

The importance of considering a visual defect as a possible cause of a student's failure cannot be overemphasized. Many students could have been spared the humiliation resulting from scholastic failure, if only those responsible for their development had investigated the health record of every student as a routine part of counseling. It is obvious that physical defects should be detected and corrected as a routine procedure.

In her first interview with Nancy, this counselor recognized poor eyesight as a possible cause of her study difficulty, and made provision for a checkup. However, unless the dean had a

health or home economics background, she probably went too far in giving advice about health. She also seems to have fallen in too quickly with Nancy's self-diagnosis. Examination by an oculist is crucial, and dietary deficiencies should be checked; but both should be done by a competent professional.

Obviously, the girl was reticent about telling of her difficulties. It is possible that her attempt to explain her low marks in zoology laboratory by complaining of poor eyesight was a mechanism to avoid discussing the real difficulty. If the dean had neither accepted nor rejected Nancy's statements, then, in a later interview after the physical factors had been checked, she could have encouraged Nancy to talk more about her difficulties and successes.

CONSIDERING A CHANGE OF COLLEGE

Peter was admitted to college on the basis of the qualifying examinations, despite his poor high school record. At this college the percentage of failure among students so admitted was usually considerably higher than the average percentage of failure. Peter's poor results on the entrance examination made him a borderline case for the admissions office. In the second semester of his sophomore year, he was warned regarding poor work in three courses and failure in two.

Counselor: How would you describe your college record thus far, Peter?

Peter: It's pretty bad, I guess. And now I'm reported as likely to fail in math and chemistry.

C. Have you and your family come to any decision about it?

P. We've talked about it at home, and the family think I ought to stick at it as long as I can.

C. They put a great deal of weight on a liberal arts college education?

P. Yes, they think it's the thing to do. Dad couldn't go to college, so he's determined I should.

C. I wonder whether he realizes that there's not much advantage in having a poor college record? Especially a

degree in your major, chemistry, where the college record plays so large a part in getting a good job.

P. I don't believe we've thought much about that.

C. Do they know about other types of education? There's the City Trade School that is partly endowed and therefore has low tuition rates. Most of the other well-known trade schools have higher fees. There are also some special schools and courses offered through the federal government for the preparation of mechanics. I should be glad to help you if you have any difficulty finding these. I know, too, that there's a system of internships in the Navy Yard about which you might ask. It might be well for you to get definite information about these other kinds of education. This book published by the Vocational Advisory Service, 95 Madison Avenue, New York, gives information about hundreds of opportunities for education in this locality in addition to those in liberal arts colleges. I think you'd be interested in looking through it and seeing whether any of the courses appeal strongly to you.

P. Yes, I'd like to do that.

C. Are you doing any part-time work now?

P. Yes, evenings—about eight to ten hours a week in a garage. I get a chance to do some repair work on engines. It's great fun, really, to work out a puzzling engine problem, and when you get it working again—oh, boy! that's a thrill.

C. You get a lot of satisfaction from working on real problems like that.

P. You bet!

C. There's a good deal of work in the trades that requires both intelligence and ability to work skillfully with tools. We need more gifted people in the trades to make inventions, discover more efficient methods of work, and teach others.

P. That's just what I think.

C. How would you feel about changing schools at the end of this year?

P. I wouldn't feel badly. I've studied hard, but still I don't make the grade here I don't feel the time's been wasted. I've got something out of these two years at

college, glad I had them But the work's getting harder instead of easier. And I just realized what you said is true—a poor college record isn't an advantage. It seems to me it would be better to change, if I can find the right school.

C. You want to get into the kind of work you'd enjoy and be really successful in?

P. Yes. I'll keep on trying this term and if I don't do much better, I'll definitely look around for another school.

C. That's a good idea. And get suggestions about efficient study methods from your mathematics and chemistry instructors. Don't handicap yourself unnecessarily by poor reading and study methods.

P. All right, Mr. N——, the whole situation seems a little less muddled now. I've got a little more sense of direction.

Although high school record and results of entrance examinations are, in general, related to success in college, the correspondence is not close enough to warrant predictions in an individual case. Much more thorough exploration of the student's motivation, budgeting of time, reading ability, study habits, social satisfactions, and home pressures and tensions would be necessary. To attempt to make such an important judgment on so little evidence is inexcusable.

However, this counselor has obviously made up his mind that success in college for Peter is hopeless. He therefore proceeds on this assumption. From the outset he presents the situation to Peter in such a one-sided way that Peter has no choice but to accede to his point of view. Surely trade school is not the only alternative. But the counselor thinks it is and gives Peter little opportunity to do any thinking. The decision is really made by the counselor, who does not even invite the student to come back for another appointment after discussing it with his family and thinking it through himself. When Peter refers to his family's position in the matter, the counselor might naturally have asked, "How do you feel about it?" The answer to this

question might have given the boy and the counselor insight into more of the factors and relationships involved.

Except at the very end of the interview, the counselor's approach is negative. Admittedly, Peter must be prepared to face failure and adjust to it if it occurs. Nevertheless, this counselor has done Peter a disservice in placing the whole emphasis upon the plans to be followed in the event of failure. The counselor does not make a single statement that would aid Peter in avoiding failure—except that he should seek help from someone else. Instead of having exact information about the Navy Yard internships, the counselor merely suggests that Peter inquire about them. Finally, he tosses Peter an excellent reference book without helping him to make profitable use of it.

It is a tribute to the young man that he manages to extract something positive from this counseling experience, but one wonders how he really feels at the end of the interview.

A POST-COLLEGE INTERVIEW

The client, Lucile B., was a twenty-one-year-old girl who was referred to the psychologist for testing. She had gone to a private physician, asking for advice about where to find help in making a better adjustment to life. The physician, knowing little about the client and her problem, sent her to the psychologist for "aptitude" tests. The interview follows:

Counselor: Won't you sit down.

Lucile B.: Thank you. My, you're much younger than I expected.

C. (laughing) Is that a disappointment?

L. No, I'm glad. I feel I can talk to someone like you better than to an older person—you know, personal things that everyone wouldn't understand.

C. And you want someone to talk them over with.

L. Yes, that's just what I need.

C. When Dr. D— spoke to me about your coming, he said that you wanted some tests. Could you tell me something about that?

L. Well, there's something wrong, and I want to find out what it is.

C What do you mean when you say there's something wrong?

L. Oh, I don't know. Nothing seems to be right with me—I'm just not happy now. You see, I came to the city from Rockville a year ago. I'm living with my brother because his work is here, and I'm his secretary. I always wanted to live in a great city but now it's not so wonderful as I had imagined.

C. You feel there's something lacking?

L. Yes, that's right. I expected so much more that isn't here.

C. Do you have any ideas what those things might be?

L. No. It's just that I feel so—I don't know—I guess "lost" is the word.

C. Have you been going out with anyone during your stay here?

L. Oh, yes, friends of my brother. He has loads of friends, and knows so many people. I go out whenever I please.

C And you find these friendships and dates enjoyable?

L. Yes. We always go to the nicest places.

C. So you've really been going out a good deal and meeting many people.

L. Uh-huh.

C. And making any real friends?

L. What do you mean?

C. Well, when you lived in Rockville, were your relationships the same as they are here?

L. Oh, gosh, no! I had *my own* friends there.

C. So you feel that the people you know now are not *your* friends, but your brother's?

L. I guess that's it! I never thought of it in just that light, but I do feel that I'm not a real part of the group. I'm still the kid sister.

C. And this is something you didn't experience in Rockville?

L. Oh, no. There I had all my own friends—both boys and girls.

C. And you have no girl friends here?

L. No. My brother knows these boys from his work. I haven't spoken to anyone like you, or any girl since I left Rockville.

C. And you feel that it's necessary for you to do that.

L. Is that natural—I mean, is there something wrong in wanting that?

C. How do you feel about it?

L. I wonder. You see, I always had loads of girl friends in Rockville. But when I went to school (naming a college near her home), I became very friendly with one girl there. We were together all the time, and one of the girls started some ugly rumors in my senior year. Of course, there was nothing to it—but I stopped seeing this girl and stayed away from the rest of them When I finished college, I didn't go back home, but came to New York. I haven't really had a girl friend since.

C. And you feel that you're missing something when you don't have these friends?

L. I think so. In fact, I miss it more the more I think of it.

C. And perhaps that's what you feel is missing in New York.

L. Yes. I can see what you mean. Yes, that might be it.

C. And can you tell why you feel that way?

L. You mean why I miss having friends?

C. Yes.

L. I hadn't thought of it. Let's see. I don't know—maybe it's because I miss talking to someone like this—like I am doing now.

C. You've always had someone to talk these things over with, until you came to New York?

L. Yes—well, since I stopped seeing the girls in school.

C. And you'd want to start something of a friendship with a girl again?

L. Oh, yes! That's what I need It's what I really need. And it isn't wrong, I can see that now. But where can I meet the kind of girls I want?

From this point on, she seemed to be a different girl. Essentially, what she had needed was someone "to talk to."

The psychologist discussed possible clubs and organizations, and suggested the University Club. Lucile B picked up the suggestion readily, and said that she would write to her school adviser immediately, asking for the necessary references and sponsorship. She rose to leave, asking if she could come in to speak to the psychologist again, and to report on how she was making out.

C. I'd be delighted.

L. Gosh, you've been swell! I feel like a load has been removed. Thanks ever so much. I'll call you—just to "speak things out." Both laughed, and said good-bye

Lucile B. called the next day to thank the psychologist again, saying she still felt like a different and new person.

In many instances persons seek help on personal problems under the guise of educational or vocational guidance. This was obviously Lucile B.'s intent. At the very beginning of the interview she expressed her desire to talk about "personal things."

The psychologist, preoccupied with the physician's reference to "aptitude tests," blocked Lucile B.'s desire to talk freely. Instead of recognizing her clearly expressed need to talk about herself, the psychologist introduced the subject of tests. Lucile B., however, quickly returned to the subject of her personal relationships, in which she wanted help. With perhaps unnecessary direction on the part of the counselor, she clarified somewhat her relation to her brother, the difference in her relation with his friends and her "own" friends, and her present need for girl friends The counselor's question, "How do you feel about it?" (the desire to have girl friends) brought out what appears to be a central cause of anxiety and unhappiness. The natural response for the psychologist to make at this point was, "Would you like to tell more about that experience?" There seems to be a connection between Lucile B.'s present need for girl friends and the conflict about the "ugly rumor" to which she referred. Until this deep and expressed need for a close friendship with another girl is brought out into the open and clarified, the counselor-client relationship is bound to remain on a superficial level. In her brief reference to the incident, Lucile B. was obviously withholding some of the facts or minimizing their significance.

It is possible that the psychologist did see below-surface values and recognize conflicts. Sensing the possibility of a deep-

seated conflict, she may purposely have avoided encouraging the client to tell more than could be adequately handled in the initial interview She may have felt that the initial interview, if kept on a casual level, would serve to establish the friendly, confidential relation (and it evidently did) that paves the way for subsequent psychotherapeutic interviews.

COUNSELING A VETERAN

A summary of this information was obtained at a first interview and through the records secured from various veteran sources: A copy of the Red Cross report of family history was requested by the Army before Steve's discharge and a Medical Report from the Army covering the reasons for his discharge. Also, a transcript of his high school record was obtained from the school.

This veteran, whom we shall call Steve, is now twenty-one years old and has been in the Army since October, 1941. He left high school before completing his last term, when he was seventeen and wanted to join the Army Air Corps. He had lost interest in high school and his mother finally "gave in" to his going, although she did not want to part with her only son. He failed to get into the Air Corps and was assigned to the infantry as a private, received basic training, and was sent overseas. There, in the Italian Campaign, he was captured by the Germans and held in a prison camp for nine months. When the prisoners heard the rumor that they were to be moved to a prison camp in Germany, they organized a revolt and broke camp. After five months of danger and privations, they reached the British lines. Subsequently Steve spent more than six months in hospitals, and on his return to the United States was discharged with the statement, "Psychoneurotic; combat fatigue; uncooperativeness, great hostility; considerable social and vocational inadaptability." His disability claim is not as yet adjudicated by the Veteran Administration.

First Interview with Counselor

When Steve sought vocational guidance and came in for his interview, he appeared an attractive looking young man, slim, dark

complexioned, and of medium height. He was nervous, and slightly withdrawn. His attitude was skeptical. At first there were indications of strain around the eye and mouth muscles, although this was not so noticeable later.

Since it was not known at this time whether he would be eligible for rehabilitation under Public Law 16, this interview included an appraisal of his present physical condition. The counselor tried to check any limitations in activities and environment that might be related to his placement. The medical report, obtained by the counselor showed that he cannot now do heavy lifting or other heavy work. Steve himself added that he does not want a vocation where he wears dirty clothes all the time. Although Steve at first seemed to be bored and somewhat irritated by this phase of the discussion, he cooperated when the counselor explained that these points of information were needed to help him to choose a suitable job. When the question of his being bothered by noise was raised, they discussed the possibility of this being due to persistent fear, resulting from his war experiences. An excerpt from this initial interview follows:

Counselor: You could perhaps greatly shorten your period of recovery by getting psychiatric help. I can give you a referral to a clinic where you can get that sort of help if you like.

Steve: Do you really think it would do me any good?

C. It's worth a try. If I were in your shoes, I think I would follow through on such a suggestion.

S. I guess I won't need it. I saw a doctor who said my trouble will wear off by itself. I'm not as bad as I used to be. When I first came home, I couldn't stand civilians and their small talk. It made me so mad, I was ready to knock them down.

C. Well, be sure to keep in touch with your doctor. After all, you've been through a lot. You're much better now?

S. Yes, but I still have spells when I can't stand them.

C. Have you done anything in particular that you feel has helped you?

S. Yes, I used to write a lot. When I was in the grades, the teachers told me I wrote like a high school kid, and when I was in high school, they told me I wrote like a college student. So I decided to write a book about my

own experiences. And every time I got mad, I'd sit down and write out how I felt. I've also written a good many of my experiences—rough draft. I have a dozen notebooks full of writing. When I first came home I wrote every day—a good deal. But this past month, I have not been writing so much Guess I've written myself out.

C. I remember you said before that at school English was your favorite subject. You were on your high school paper, too, weren't you?

S. Yes. I always liked to write—and I liked to read. When I was in prison, I read every book in the camp library —some of the books I read over and over again. I used to think I'd like to be a writer or a newspaperman, but I don't want that now.

C. Why not?

S. Well, it's too uncertain. I want something sure—not so hazardous; something that has a future, so I can get married someday—but something that will be good when the next depression comes. I think now that maybe I'd like something I could do with my hands. After all, labor is on the up-and-up, and in the future a man should have a trade. What do you think? But I'm not sure I'd be good with my hands. That's why I want some tests.

C. All right, we'll make an appointment for you to take some vocational tests.

S. Are they like Army Tests? I made a score of 136 on the A I G C T test when I went into the Army. What does that mean?

C. That placed you in Group I. Ordinarily it would mean that you were potential officer material and should be watched for leadership ability.

S. (bitterly) I never had a chance! The Army was short of men for the infantry. I didn't want it but that's what I got! I was lucky to get my thirteen weeks basic. That was too little. (Shrugs his shoulders) But then, I guess they had to have men. I was pretty young. (Shakes his head and looks down, then looks at the counselor and continues rather hesitantly) The Army was pretty hard to take (Sighs deeply).

C. You were the youngest in your family?

S. Yes, and I had never done a thing for myself. I was the baby. My sisters were older and I guess they all spoiled me. The Army was plenty tough!

C. You *were* young—perhaps too young for what you had to face. But—you've come through and you've grown up and you've seen a lot. You'll feel better about everything in time. I believe you ought to keep up that writing. It's a good way to get the bitterness out of your system. And later on, if you *should* want to go back to your earlier idea of writing, you would have your experiences written down while they were fresh in your mind. As times goes on, some of them will fade . . .

S. They thought I was hostile. Do you think I am?

C. No, you have been very cooperative.

S. Well, thank you (Seems relieved and relaxes.) Maybe I used to be hostile, but I didn't want to be.

C. It's natural that you should feel bitter and hostile for awhile. Returned soldiers often do—after every war.

An appointment for tests was made for the following day. At this time Steve was given a battery of tests including vocational interest, scholastic aptitude, and special ability tests. He made the following scores

1. *Kuder Preference Record*
 Scored between the 5th and 20th percentile on mechanical, computational, scientific, and clerical interests; and above the 86th percentile on persuasive, literary, musical, and artistic interests.
2. *Strong Vocational Interest Test*
 Scored A for journalist, author, social worker, teacher of social science, school superintendent, Y.M.C.A. secretary, artist, musician, minister.
3. *American Council on Education Psychological Examinations.*
 Scored on quantitative section at the 45th percentile (raw score, 46) and on linguistic section at the 92nd percentile (raw score, 93). Total score, 78th percentile (raw score, 139).
4. *Purdue Pegboard*
 Total score was at the 50 percentile (rehabilitation norms).

5. *Bennett Mechanical Comprehension*

Score was 32½, placing him at the 30th percentile of the twelfth grade students, the 60th percentile of the ninth-grade student and the 30th percentile of apprentices.

Conference on the Case of "Steve."

Present at the Conference: vocational guidance counselor assigned to work on plans with Steve, placement interviewer from an employment service, and consultant

Counselor: We have a rather interesting case of a young veteran who not only had combat experience, but who has also been a prisoner of war. Both experiences seemed to have left him quite resentful. They color his present outlook on life.

Consultant: How does he appear now?

Counselor: He seems to me to have gained considerable insight into his condition and has grown much more cooperative in his attitudes, even since I have known him. The physician's prognosis is good and I believe he is right, that at this point he does not need psychiatric care.

Consultant: Is he ready now to start making his plans for the future?

Counselor: I think so. I think a workable, realistic plan would help him to readjust himself.

Consultant: What problem does he present in regard to his future plans?

Counselor: He now seems determined to take up a trade, although before this he never had any leanings in that direction, but thought rather in terms of college and a professional career.

Consultant: How far had he gone in his education before his army service?

Counselor: Steve almost finished his high school. I have his school record here. His marks, however, were very much better in the first and second year in high school than they were in the last two years. His history and English marks, the verbal subjects, were good all the way through school. He had completed two and a half years of mathematics, although his marks were not too high, and two years of science

which included biology and physics. He took physics in his third year, when his interest in school was beginning to wane, but managed even then to pass his Regents' examination with a mark of 69.

Consultant: Then for any trade or technical work that he might plan to do, he has had some fundamental subjects.

Counselor: (Reading from school record) In languages, he has studied three years of French and one term of beginning Spanish. He lacks a term of English, one of American history, and one in a foreign language to meet the full academic requirements for most colleges This school record also mentions that he was on the staff of his high school paper for three terms, and one of his teachers notes his exceptional ability in English composition.

Placement Interviewer: He seems to have lost his interest in school. Why do you think he left? He had to take only a few more subjects to finish the full course.

Counselor: He left because he wanted to join the Air Force to become a pilot.

Consultant: At that time, however, the requirements for pilots' training were two years of college. How did he think he could get in? I don't think he had thought this through clearly.

Counselor: I think that the Red Cross report that I have here throws some light on this. The Red Cross worker visited the home before Steve's discharge from the Army, because the soldier was discharged on other than physical grounds. Steve, during his last year in high school, had begun to go around a great deal with girls and had concentrated on one girl in particular, about five years older than he. He was shocked when, without notice, this girl married an Air Corps officer. This seemed to have increased his restlessness and desire to end his school-boy role. It seemed natural, therefore, for him to want to join the Army Air Corps, and he did not think to investigate the qualifications before he acted. It is noted that Steve enlisted immediately after the school term in June, 1941. The Red Cross report says that his mother finally consented when she saw that there was no use

in trying to keep him in school any longer. The social worker had the impression that Steve was over-indulged by his mother and two sisters, who were considerably older than he.

(The Counselor read her record dealing with Steve's Army experience already outlined in the first interview)

Consultant: On what grounds was he discharged?

Counselor: (Reading medical report) It says: "Psychoneurosis and combat fatigue." His experiences seem to have resulted in general attitudes of uncooperativeness and great hostility that I mentioned before. He felt bitter toward the Army, where he felt he never had a chance. I think this was due primarily to the fact that he had never been sent on to any training school. It seems natural that an overprotected boy of his type would have found Army life difficult. His father, a lawyer, had died when he was fourteen years old, and he had been reared as the spoiled baby in the family. The Red Cross report also indicates that there were no physical reasons for the complaints that he registered in regard to his back condition at the time of his discharge. I don't think we have to worry about limitations in regard to his work beyond the demands that he himself makes He wants a job where there will be no noise or confusion.

Consultant: What does he really want to do now?

Placement Interviewer: Steve told us that he wants to learn a trade. However, with a full high school education he would be more placeable in many lines of work.

Counselor: His need for security seems to be the dominant reason for his desire to learn a trade. I think that's understandable. He has lost his self-confidence and perhaps if he can work with his hands on something tangible, that will give him a sense of accomplishment, as well as a means for earning his living. He thinks that he can make himself stick to his trade work, even though he may not enjoy it entirely, because he feels that "labor is on the up-and-up."

Consultant: This seems to be a recent development. His school record seems to suggest a boy with verbal interests.

Although he was upset in his last year in high school, he still was good in English and the social sciences.

Counselor: At that time he had thought of writing and would probably have gone on to college to prepare for either advertising or newspaper work if he had not enlisted. He is afraid to rely on such a career now because he thinks it would be too precarious We must plan a line of action that will satisfy his immediate desire for a job and security, but at the same time not close the doors for him to return to his interest in writing.

Consultant: Do the tests give any help in deciding where his best abilities lie?

Counselor: We really don't have enough of a battery to give us much help in deciding whether there is any specialization of abilities. He had only one manual test and only one test dealing with mechanical material, and this was a paper-and-pencil test. If he had had verbal tests on other levels and tests dealing with concrete spatial materials, our picture might be clearer. One of his best test performances was with the verbal material of the academic test given him.

Consultant: If he seemed well enough adjusted to use his abilities to good advantage, it would be safe to say that he could go to college on the basis of his school record and the indication of the academic test. However, it seems, at this time, that his abilities are not as important as his need for security. His wish to learn a trade seems to be a real need.

Counselor: Perhaps the reasons for his entire rejection of his original interest in writing is that everything that led up to his Army experience must be dropped. Now he wants to start something new.

Consultant: His writing interest may be a fundamental one. Since his return from the Army, he has spent most of his time writing, has filled book after book with his impressions and experiences. Some of these, you say, show definite promise. Although he decided that he did not want to take up writing as a career, he still did what a young person might who wanted to prepare for literary work.

Consultant: If he wanted to, it would seem more appropriate for him to go on with his academic work But if he isn't interested in this and is set on getting into a trade, would you think it wise to steer him into one of the printing trades? This would be allied to his writing interests and if he ever should decide to go on into a literary or advertising career, it would give him some knowledge that would be valuable to him.

Counselor: Since Steve has no definite trade in mind, I believe the printing or typography fields might be good possibilities to explore. He might start in some beginning job as a copyholder and on that job pick up the proofreading marks—or with his ability, he could learn these from a book at a library and use this knowledge as an aid in getting a job.

Placement Interviewer: He is an intelligent boy and I think would be easily placeable in such a job. But do you think he would be satisfied with this, since he wants a trade?

Counselor: It could be explained to him that this sort of job would be an entry into the field. He would then be in a position to see the work of the typesetters and layout men and probably could learn from even casual contact with them and from his work, a knowledge of the different kinds of type, the styles, the sizes and printer's markings of copy, etc. He would not have to work in the shop with the noise of the presses to bother him, but would probably have opportunity to handle some of the type and slugs. He could obtain in such a job a good idea of the different special trades in this industry with the idea of choosing one to train in later if he so desired.

Consultant: And he could learn the practical end of setting up advertising material or other printed matter.

Placement Interviewer: Suppose he rejects this idea?

Counselor: Then perhaps photoengraving or lithography might offer a possibility. Because of his artistic interests, it might appeal to him to learn how colored paintings are reproduced. Even if he entered in a minor capacity on an unskilled job such as plate-washer, or if he could qualify to do simple opaquing on the negatives,

he might feel that he was getting a rudimentary knowledge of this trade. It would give him a good chance to observe the work of experienced craftsmen in a very exacting industry. The difficulty is, of course, that most of these firms are unionized and demand a union card.

Placement Interviewer: There are a few open shops where I might solicit a job for him, if he is interested.

Consultant: This seems to be a good first step. It will give him an immediate job and an opportunity for looking around in a trade. Later perhaps he will reconsider his idea of going to college. He has four years to make up his mind how he will use his G I. Bill opportunity for training, and by that time he may be more sure of what he wants to do.

Counselor: Yes, but Steve is not ready for college. He hasn't the full high school requirements. Perhaps he could complete these requirements in night school while he is working. It will take him just one term. He could do it either in public night school or at a tutoring school, which he could afford out of his earnings.

Consultant: Do we all agree? Then let us go over our plans. Steve is to have an opportunity to try himself out in a trade atmosphere. This will get him into action. We feel that the trade should be close to his interest in writing. The employment office will try to get him a beginning job either in a printing or lithography firm. We will see how our analysis fits into his own plans. We will also suggest to him that he may want further education. After a period of time, let us say six months, he should come back to talk about further plans. It is possible that he will then be in a position to make a fresh appraisal of his vocational aims.

Counselor: If he can stay on his job for six months and complete his high school course, perhaps he will have a chance to settle some of his own personality problems through his social contacts both at work and school.

Consultant: Then he should come back to re-evaluate with you: (1) his improvement in regard to his personality difficulties, (2) his own reactions in regard to his tryout in the trade, (3) any change in his attitude towards a

professional career. If this interest in writing revives and he expresses a willingness to enter college to prepare for it, then a suitable selection of college can be worked out at that time.

Counselor: I will plan to see him in a day or two to talk over these possibilities with him.

Consultant: It seems important that he gets off to a good start, both in regard to his job and his high school work, as soon as possible.

Planning Interview

In this interview the Counselor reviewed and discussed with Steve his interests and aims in the light of the general recommendations arrived at in the conference. An abbreviated report of the interview follows.

Steve: How did I make out on the tests? They weren't as hard as I thought they'd be. I really liked some of them.

Counselor: You did quite well on your tests. It was interesting to me in view of your liking to write that you did very well with the verbal material on your tests. If you should want to specialize in this work, you probably could profit a great deal from a college education. I would recommend a good general background such as you'd get from a general arts course, even if you wanted to major in English or journalism. Of course you know your G.I. Rights would cover the expenses for such a course.

S. But I don't want to go to college. Didn't the tests show I was good for a trade?

C. You did about as well as most people do on the tests indicating mechanical aptitudes. You could probably measure up to the work of the average trade worker. Is that the work that you really want to do?

S. That's what I want, a trade.

C. Do you think you would concentrate on it and put as much good effort into it as would be necessary to make a start in an entirely new direction?

S. I'll make myself like it.

C. Well, of course I think you can do it, though you may not shine at it. How would you like to begin in a factory and try yourself out on a manual job?

S. A factory? (Looks out the window in silence; then continues hesitantly.) A factory—day in and day out, year in and year out. I'll make myself like it.

C. What would you do for a living if you could do just what you wanted to do, without consideration of time or money or this need you feel for financial security? What would you have done if you hadn't had to go into the Army?

S. Well, I suppose I'd have gone on to college. Then I'd have done something with writing. But I'm too old for that now And anyway, I don't want to go to college now. I want to work at a trade.

C. If you are bent on learning a trade, I should think that the printing trade might interest you. This field deals with things you know something about—writing and books. There are lots of different branches and specialties in this field and you would have a chance to gain some information that you might use to advantage later.

S. I don't know anything about this work. Would I have to take training?

C. I'm not suggesting now that you learn printing or typesetting. Usually it is true that workers in this field are selected from the graduates of printing trade schools or serve apprenticeships prescribed by the unions. But even though you have no specific training, there are jobs that you might qualify for, such as copyholder or perhaps proofreader. This would give you an opportunity to take a good look around on the inside, to investigate the possibilities you might like to study later. Then you can decide whether to take up a printing trade or follow some other branch of the publishing industry.

S. But I can't stand the noise of the machines.

C. This kind of work is usually done away from the noise of the presses. You would have a chance though, probably, to meet the typesetters and layout men from the shop and learn about the responsible work they do and the different skills they have to know.

S. That sounds interesting. Do you really think I could learn on such a job?

C. You certainly could pick up a lot of general information about the technical processes involved in the production of printed material, and of course you'd probably get some knowledge about the kinds and sizes of type face, printer's marking of copy, some of the different kinds and grades of paper, and that sort of trade information

S. How much would such a job pay?

C. About the usual beginning wage. But of course I think you should regard such a job primarily as a chance for a tryout and look around.

S. It sounds interesting It would be a good thing to know if I ever should become an editor.

C. Yes, it would But, on the other hand, I don't believe I'd give up the idea of going to college someday. You don't need to make up your mind right now. If you can get a job like this, why don't you try it out for six months or so. Then come back and let's decide what you're getting out of it and what you should do about future plans.

S. You don't think I have to decide on plans for the future right now? (At this point he talked at some length about his changed attitude toward girls and his desire to get married some day)

C. No, I think it's better for you to try out your ideas now. Of course you realize that a high school diploma would help you in any job. If you get a job that requires no overtime, you can finish high school right away.

S. That would be easy. I could do it in a term if I really got busy at it. But I'd like to start on a job right away.

C. Well, take this card and go over to the employment service. It will introduce you to the employment interviewer. It might be a good idea to know a little about proofreading marks before you apply. You can find out about them from a book in the library.

S. That's a good suggestion and I know, too, I should finish my high school and get it over with. Don't know if I want to go to college but at least I'll get the high school diploma.

C. As soon as you get your job, you might go back to the high school giving night courses that is nearest where

you live. Even though it's late in the term, they'll allow veterans to enter But be sure to let me know what you do about the job.

S. Of course I do want to see you again and talk over what I'll do next. I'm glad I don't have to decide on everything now.

The counselor in a veterans' center dealing with vocational rehabilitation under Public Law 16 is handicapped by certain legal requirements. In this case, the necessity to obtain official information about the veteran's disability aroused initial antagonism. It is a tribute to the genial personality of the interviewer that the client was talking freely before the end of the first interview. Her recognition of the great strain he had been under and her acceptance of his attitude as quite natural and understandable broke down the barrier of hostility he had felt at the beginning. She obtained information about his schooling —how many terms did he complete? What subjects did he take? What marks did he get? Different trades require different subjects and previous preparation determines partly the level at which he could begin training. If he did not have high school mathematics, for example, he could not go into radio electronics or radio operation, but could go into radio repair. He had apparently done a good deal of thinking about his vocation. At the end of the first interview, he expressed his desire to use the counselor as a resource for obtaining information from tests to check his own thinking about the vocational problem.

Since his resistance to the kind of vocational preparation that his prewar experience and the test results indicated grew out of a complex of previous and present experiences, the counselor was wise to allow him to talk about his relationships with his mother and sisters and with girls, and the way he felt about marriage and family life. Perhaps she could have encouraged him to try to see whether there were reasons underlying the ones he set forth, why he was so set against college and so determined to learn a trade. In the planning interview, the counselor had

the creative task of helping him build on his present feelings and convictions a sound educational and vocational plan, based on an accurate knowledge of placement opportunities and vocational trends, that would meet his present needs and help him eventually to realize his potentialities.

CONCLUDING STATEMENT

From the interviews presented in Chapters Six and Seven, certain principles of educational guidance emerge still more clearly. These principles may best be presented in the form of a pattern rather than as separate statements.

The central point of the pattern is faith in the individual's ability to help himself—to understand himself, to discover what is interfering with his best development, and to gain insight into ways of meeting life situations more effectively. Having confidence in the resources within the individual, the counselor takes time to let him talk freely. He is sensitive to the individual's needs. He will not oversimplify the problem, cut off further discussion of it, or hurry to arrive at a quick and easy solution.

This free expression of the individual's thoughts and feelings may be guided in a number of ways, as suggested in Chapter Five: by repeating significant parts of the counselee's conversation, by a few questions that lead to exploration of common problems, by following clues and leads given by the individual, and by skillful interpretation. The counselor is "a catalyst of growth" for which the student feels actively responsible.

There is some danger, however, of taking the student's own statements too literally. To aid further the individual's efforts to understand himself and to work out satisfactory adjustments, the counselor draws on other sources of information. He makes wise use of cumulative records, of test results and medical examinations, and of other persons' observations of the individual. In this way, he helps the individual to arrive at a more realistic appraisal of his potentialities.

The background of the pattern is the relationship established between the counselor and the student It is a relationship based on an appreciation of the real function of the counselor as a person who listens, accepts, understands, and serves as a resource, supplying as necessary, information, suggestions, inspiration, faith. This relationship cannot exist when the counselor is more interested in securing conformity to school policy and requirements than in helping the student to grow in his own best way.

Since, at many points in the process of educational guidance, the counselor must supply information or sources of information, it is necessary for him to have on hand up-to-date, accurate, well-classified files of information about all kinds of educational opportunities—for those who are going to junior college, college, university, or technical schools, and for those who are not going to college. He should have information about scholarships and other kinds of financial aid to students. From the file material he should have summaries made to answer the questions that commonly arise in educational guidance, such as "Where can I get the best education in engineering, in art, or in other lines?" As an essential background for educational guidance, information about vocational fields is necessary and this, too, should be up-to-date, accurate, and well classified.

Radiating from the central point of the individual's responsibility for his own guidance are ever-widening circles of influences. The counselor, the family, the school, the recreational and cultural opportunities, the educational and vocational openings, the economic and social conditions—all these are part of the pattern. The recognition of these conditions in the student's world and the changing of attitudes and conditions are essential, if the counseling process is to eventuate in the individual's success in making the most of himself and thereby serving best in a democratic society.

Truly, educational counseling at its best is a creative process.

Appendix A *Intelligence Tests*

In addition to tests mentioned on pages 30–31, other widely used tests of intelligence are:

California Test of Mental Maturity (California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California). Levels: Preprimary, Kindergarten–1, Primary, 1–3; Elementary, 4–8; Intermediate, 7–10, Advanced, 9–Adult

This test takes about 45 or 90 minutes to administer and yields two scores—a linguistic and a quantitative score. A poor reader may be low on the linguistic and fairly high on the quantitative score. It has a short form that can be administered in one class period and a long form that requires two periods.

Henman-Nelson Tests of Mental Ability (Houghton Mifflin Company, Boston, Massachusetts). Levels. Elementary, 3–8, High School, 7–12, College. Administration time 30 minutes.

Ohio State University Psychological Test for college freshmen (H. A. Toops, Ohio State University, Columbus, Ohio). Administration time: two to three hours.

Pintner General Ability Tests, verbal series (World Book Company, Yonkers, New York). Levels: Primary, Kindergarten–2; Elementary, 2B–4; Intermediate, 5–8; Advanced, 9–12. Administration time: 30 to 60 minutes, depending on grade.

Terman-McNemarer Test of Mental Ability (World Book Company, Yonkers, New York). Grades seven through twelve. Administration time: about 45 minutes.

Thorndike Intelligence Examination for High School Graduates (Teachers College, Bureau of Publications, New York). No time limit.

Appendix B *Sources of Information on Secondary Schools, Vocational Schools, and Other Training Opportunities, Colleges, and Universities*

SECONDARY SCHOOLS

Patterson, Homer L. (editor). *Patterson's American Educational Directory* (Chicago: American Educational Company, 500 North Dearborn Street, 1939).

A list of and description of all the public, private, and endowed schools, colleges, higher and secondary institutions of learning

Sargent, Porter *Handbook of Private Schools for American Boys and Girls.* An annual survey, 29th edition (Boston: Porter Sargent, 11 Beacon Street, 1945).

Lists schools for boys and girls with facts about levels, costs, and other information.

VOCATIONAL SCHOOLS AND OTHER TRAINING OPPORTUNITIES

Board of Education. *Occupational Training Opportunities in Michigan* (Lansing, Michigan. Board of Education, 1937).

The Pittsburgh Personnel Association *Free Evening Courses,* a list of courses offered in evening schools in Allegheny County, 1938.

Prospect Union (compiler) *Educational Opportunities of Greater Boston for Working Men and Women* (Cambridge, Massachusetts: Prospect Union, Educational Exchange, 1938–39). Catalog No. 16.

Vocational Service for Juniors (compiler). *Directory of Opportunities for Vocational Training in New York City* (New

York Vocational Service for Juniors, 95 Madison Avenue, January, 1940).

JUNIOR COLLEGES, COLLEGES, AND UNIVERSITIES

Davis, Wayne. *How to Choose a Junior College.* A directory for students, parents, and educators (New York: Harper & Brothers, 1939).

Brief sketches of junior colleges in America with facts about each

Good, Carter V, Comp. *A Guide to Colleges, Universities and Professional Schools in the United States* (Washington, D. C: American Council on Education, 1945)

Lovejoy, Clarence E *So You're Going to College* (New York. Simon and Schuster, 1940).

An annotated directory of institutions, including information on costs, selecting a college, and self-support.

Marsh, Clarence S (editor) *American Universities and Colleges,* 4th ed (Washington, D C.: American Council on Education, 1940)

A factual picture of colleges and universities in America.

National Catholic Welfare Conference. *Catholic Colleges and Schools in the United States* (Washington, D C. Department of Education, 1312 Massachusetts Avenue, N. W., 1938).

A description of Catholic schools.

Neilson, William Allan. *Annual Handbook 1945.* Terms of Admission to the Colleges of the College Entrance Examination Board (Boston. Ginn and Company, 1945).

Each college is described under the following headings: General Statement, Subjects of Preparatory Study, Entrance Tests, Application Forms, Advanced Standing, Scholarship and Financial Aid, Expenses, Admission of Returned Service Men or Women.

U S. Office of Education *Educational Directory 1940.* Bulletin 1940, No. 1. Part III, Colleges and Universities, including all institutions of higher education (Washington, D. C.: U. S. Government Printing Office).

Lists 1,699 colleges and universities in this country, together with control, accrediment, and deans of major departments.

Appendix C *Information for College Entrance in Addition to the Record of School Marks*

Name of Candidate
Number of students in class.....
Relative Rank-Scholarship, as Senior: Highest quarter, third quarter, median, second quarter, lowest quarter
Relative Rank-Scholarship, during Last Three Years: Highest quarter, third quarter, median, second quarter, lowest quarter

Estimate of Traits and Attitudes

(Based on teachers' ratings during four years of high school)

1. Intellectual Interest:
 a. Range or type:
 b. Degree of enthusiasm:
2. Capacity for independent work:
3. Capacity for independent thought:
4. Industry—application to school work:
5. Persistence:
6. Social Adaptability—ability to get on with others in group activity:

7. Social Cooperation—tendency to assume responsibility actuated by genuine interest in the group.
8 Quality of Leadership as demonstrated in school activities:
 a. Influence over fellow pupils
9. Executive Ability·
10. Dependability—can be depended upon to play his part:
11. Self-control.
12 Courtesy.
 a. Good manners·
 b. Genuine consideration of other people:

MENTAL TESTS

Name of Test given in grade date ..
Score ... Possible Score Grade Norm (as reported by author of test used)
(Repeated for as many standardized tests as have been given)
Rank in relation to high school pupils in general
Quality of this class
Pupil rank in this class: highest quarter, third quarter, median, second quarter, lowest quarter
On basis of mental quality he/she should do college work of markedly superior, superior, average, below average quality
Additional Comment

..
.....
..
.....
.....

Assistant Principal

Date

Appendix D *Intellectual Level of Student Bodies of Colleges Taking the American Council on Education Psychological Examination in 1934* [1]

	NUMBER OF STUDENTS	GROSS SCORES		
		Q_1	Median	Q_3
Alabama College, Montevallo, Ala.	303	106.56	138.16	174.85
Alabama Polytechnic Institute, Auburn, Ala.	528	100.24	132.93	173.13
Alabama State Teachers College, Troy, Ala.	264	82.06	107.69	142.63
Alaska College, College Alaska	35		163.75	
Alberta, University of, Edmonton, Canada	400	186.79	220.00	251.47
Albion College, Albion, Mich.	188	140.00	178.13	227.50
Alfred University, Alfred, N. Y.	163	158.44	190.36	224.46
Allegheny College, Meadville, Pa.	73	153.21	180.71	221.87
Antioch College, Yellow Springs, Ohio	218	195.31	224.55	249.82
Arizona State Teachers College, Tempe, Ariz.	332	109.67	140.34	172.11
Arkansas State A. and M. College, Magnolia, Ark.	218	80.33	112.50	149.55

[1] This form of report was discontinued, but, as higher institutions, in general, tend to maintain their standards over a period of years, the list may still be useful to high school counselors and to parents who want to get a general idea of the relative scholastic aptitude levels of certain colleges and universities.

	NUMBER OF STUDENTS	GROSS SCORES		
		Q_1	Median	Q_3
Arkansas State College, Jonesboro, Ark.	176	123.33	137.86	171.25
Aurora College, Aurora, Ill.	54	106.25	150.00	176.43
Bakersfield Junior College, Bakersfield, Calif.	283	123.44	163.18	197.79
Baker University, Baldwin City, Kansas	118	122 08	160.00	210.83
Ball State Teachers College, Muncie, Ind.	331	116.94	152.41	189.50
Baltimore College of Commerce, Baltimore, Md.	21		155.00	
Bay City Junior College, Bay City, Mich.	192	133.33	176.87	210.00
Bethany College, Bethany, W. Va.	141	140.50	177 92	221.35
Birmingham-Southern College, Birmingham, Ala.	232	131.00	167.06	204.67
Bishop's University, Lennoxville, Quebec	48		200.00	
Blackburn College, Carlinville, Ill	178	152.69	182.00	222.50
Bowdoin College, Brunswick, Me.	154	191.36	222.50	252.89
Bradley Polytechnic Institute, Peoria, Ill.	231	140.63	176.05	214.04
Briar Cliff Junior College, Sioux City, Iowa	54	150.83	172.50	195.00
Brooklyn College, Brooklyn, N. Y.	369	192.27	216.37	244.65
Bucknell University, Lewisburg, Pa	143	135.50	174.23	210.31
California State Teachers College, Chico, Calif.	211	131.62	161.94	196.83
California State Teachers College, Fresno, Calif.	547	135.22	168.81	201.49
California State Teachers College, San Diego, Calif.	166	134.50	165.55	200.63
California State Teachers College, Santa Barbara, Calif.	299	128.29	161.25	199.30

	NUMBER OF STUDENTS	GROSS SCORES		
		Q_1	Median	Q_3
Carleton College, Northfield, Minn	204	160.83	204.17	242.14
Carroll College, Helena, Mont.	29		145.00	
Carroll College, Waukesha, Wis.	158	147.50	175.00	213.44
Case School of Applied Science, Cleveland, Ohio	162	189.61	221.43	255.50
Catholic University of America, Washington, D. C.	100	127.50	163.33	200.00
Cedar Crest College, Allentown, Pa.	65	128.50	173.00	214 58
Centenary College, Shreveport, La	178	107.22	145.45	187.22
Central College, Fayette, Mo.	178	129 17	158.24	198.33
Central State Teachers College, Mount Pleasant, Mich.	208	108.18	152.10	190.00
Central Y M.C A. College, Chicago, Ill	678	129.86	166.67	206 45
Chattanooga, University of, Chattanooga, Tenn.	157	127.50	176.25	214.79
Chicago, University of, Chicago, Ill.	628	193.17	232.83	264 56
Clark University, Worcester, Mass.	92	186.00	218.89	255 00
Coe College, Cedar Rapids, Iowa	204	136.00	169 17	208.00
Colby College, Waterville, Me.	182	163.75	201.25	232.08
Colgate University, Hamilton, N. Y.	295	159.40	188.20	229.58
Colorado College, Colorado Springs, Colo.	163	138.21	176.07	210.28
Colorado State Teachers College, Greeley, Colo.	445	122.31	155.97	197.25
Colorado, University of, Boulder, Colo.	852	146 22	181.36	216.59
Connecticut College for Women, New London, Conn.	214	147.75	167.92	189.69
Cottey Junior College, Nevada, Mo.	46	145.00	186.00	206.43

	NUMBER OF STUDENTS	GROSS SCORES Q_1	Median	Q_3
Creston Junior College, Creston, Iowa	77	135.62	179.17	211.07
Dartmouth College, Hanover, N. H.	699	179.36	211.52	244.60
Delaware, University of, Newark, Del.	199	143.65	179.06	214.83
Denver, University of, Denver, Colo.	442	152.14	191.76	229.79
DePauw University, Greencastle, Ind.	394	169.75	203.44	241.96
Drew University, Brothers College, Madison, N. J.	37	200.83	235.00	257 50
D'Youville College, Buffalo, N. Y.	80	115.71	145.71	170 00
Earlham College, Richmond, Ind.	125	131.14	174.38	213.50
Eastern Illinois State Teachers College, Charleston, Ill.	363	114.90	145.48	184.58
Eastern Kentucky Teachers College, Richmond, Ky.	406	84.46	113.71	149.75
Elizabethtown College, Elizabethtown, Pa.	55	139.17	181.00	212 50
Elmhurst College, Elmhurst, Ill.	89	150.36	182.14	223.75
Emmanuel Missionary College, Berien Springs, Mich.	181	141.14	179.70	223.41
Emory Junior College, Valdosta, Ga.	47	111.88	161.25	207.50
Emory University, Atlanta, Ga.	176	147.14	179.38	211.67
Eureka College, Eureka, Ill.	111	120.94	165.00	207.50
Evansville College, Evansville, Ind.	169	122.08	163.67	201.07
Fenn College, Cleveland, Ohio	125	192.81	226.05	266.78
Florida State College for Women, Tallahassee, Fla.	572	131.03	166.33	206.94
Florida, University of, Gainesville, Fla.	865	129.25	170.25	211.49
Franklin College of Indiana, Franklin, Ind.	84	126.67	165.00	201.67
Gallaudet College, Washington, D. C.	28		160 00	

	NUMBER OF STUDENTS	GROSS SCORES		
		Q_1	Median	Q_3
Geneva College, Beaver Falls, Pa.	136	155.00	189 17	231.82
George Williams College, Chicago, Ill.	75	145.94	179.17	211.25
Georgian Court College, Lakewood, N. J.	36		168.33	
Georgia State Women's College, Valdosta, Ga.	125	91.39	122.69	167.50
Gettysburg College, Gettysburg, Pa.	155	121.46	152.50	190.36
Glendale Sanitarium and Hospital, Glendale, Calif	20		170.00	
Goshen College,, Goshen, Ind.	93	100.36	138.33	172.92
Graceland College, Lamoni, Iowa	107	111.88	159.44	197.08
Great Falls, College of, Great Falls, Mont.	39		195.00	
Grinnell College, Grinnell, Iowa	281	157.92	195.00	232.93
Hanover College, Hanover, Ind.	131	141.50	178.33	223.54
Haverford College, Haverford, Pa.	100	241 25	273.85	298 57
Hobart College, Geneva, N. Y.	110	153 75	194.62	230.56
Hood College, Frederick, Md.	129	111.04	140.62	163.59
Hutchinson Junior College, Hutchinson, Kans.	242	119.50	163.85	202.50
Idaho, College of, Caldwell, Idaho	106	126.88	167.78	211.67
Idaho State Normal School, Lewiston, Idaho	207	108.86	139.28	167.88
Idaho, University of, Moscow, Idaho	503	117.80	152.98	189.05
Illinois College, Jacksonville, Ill.	159	137.04	174.23	207.50
Immaculata College, Immaculata, Pa.	82	137.00	177.50	221.00
Iowa Wesleyan College, Mt. Pleasant, Iowa	98	112.50	138.75	183.57
James Milliken University, Decatur, Ill.	151	119.75	155.62	198.93
Judson College, Marion, Ala.	68	140.00	167.14	194.00
Junior College of Connecticut, Bridgeport, Conn	67	158.21	190.42	218.12

	NUMBER OF STUDENTS	GROSS SCORES Q_1	Median	Q_3
Kalamazoo College, Kalamazoo, Mich	89	155.31	188.12	226.88
Kansas, University of, School of Education, Lawrence, Kans.	795	128.12	161.84	203.52
Kenyon College, Gambier, Ohio	95	156.25	194.38	220.36
Keuka College, Keuka Park, N Y.	60	180.00	220 00	251.67
Lake Erie College, Painesville Ohio	32		180.00	
Larson School and Junior College, New Haven, Conn.	97	116.50	149 28	204 38
LaSalle College, Philadelphia, Pa	112	137.50	163.08	189 23
Lawrence College, Appleton, Wis.	261	157.36	194.69	229.30
Lehigh University, Bethlehem, Pa	407	179.46	216.09	250 10
Louisiana State University, Baton Rouge, La.	865	108.21	147.98	188 70
Louisville, University of, Louisville, Ky	304	131.67	163.23	195.88
Lynchburg College, Lynchburg, Va	84	97.14	137.50	191 67
Lyons Township Junior College, La Grange, Ill	124	147.14	182 50	230 00
MacMurray College for Women, Jacksonville, Ill.	136	141 67	180 00	212 50
Maine, University of, College of Agriculture, Orono, Me.	128	125 00	162 73	196 00
College of Arts and Sciences, Orono, Me.	149	152 32	180 45	215 23
College of Technology, Orono, Me.	143	154.32	191 25	223 25
Marquette University, Milwaukee, Wis.	483	149.34	178.93	211.75
Maryland State Normal School, Frostburg, Md	39		133 00	
Maryland State Normal School, Towson, Md.	132	148.33	184.54	217.50

	NUMBER OF STUDENTS	GROSS SCORES		
		Q_1	Median	Q_3
Maryland, University of, College Park, Md.	483	140.72	176.28	209.61
Maryville College, Maryville, Tenn.	317	131.62	170.65	215.53
Marywood College, Scranton, Pa.	105	122.08	156.88	193.50
Massachusetts State College, Amherst, Mass.	310	182.95	213.81	243.61
McPherson College, McPherson, Kans.	121	110.36	144.09	186.88
Michigan, University of, Ann Arbor, Mich.	1352	179.74	212.93	245.00
Middlebury College, Middlebury, Vt	190	195.91	229.41	259 06
Millsaps College, Jackson, Miss.	142	106.25	151.25	187.50
Minnesota State Teachers College, Mankato, Minn.	192	130.00	163.08	197.78
Minnesota State Teachers College, Winona, Minn.	145	139.38	166.43	201.07
Misericordia College, Dallas, Pa.	46	127.00	150.00	201.67
Mississippi Delta State Teachers College, Cleveland, Miss.	78	85.00	123.33	169.00
Missouri Valley College, Marshall, Mo.	71	106.25	162.14	197.50
Monmouth College, Monmouth, Ill.	172	126.15	160.77	196.25
Montana, State University of, Missoula, Mont.	594	135.00	167.02	202.50
Moravian College for Women, Bethlehem, Pa.	67	161.50	206.43	234.64
Morton, J. Sterling, Jr. College, Cicero, Ill.	305	123.15	159.77	197.88
Mount Mercy College, Pittsburgh, Pa.	54	160.55	180.00	232.50
Mt. Saint Joseph College, Philadelphia, Pa.	65	154.16	189.44	229.50
Mount Saint Joseph College, West Hartford, Conn.	68	133.33	164.00	200.00

	NUMBER OF STUDENTS	GROSS SCORES Q_1	Median	Q_3
Mount Saint Vincent, College of, New York, N. Y.	102	172.50	201.43	239.37
Nazareth College, Rochester, N Y	71	172.50	201.25	236.50
New Hampshire, University of, Durham, N. H.	406	144.79	179.68	216.71
New Jersey State Normal School, Jersey City, N J.	91	172.19	200.55	225.32
New Mexico, University of, Albuquerque, N Mex.	313	100.54	160.50	195.66
New Rochelle College, New Rochelle, N Y.	190	160.94	191.11	220.63
New York Y M C A. Schools, New York, N Y.	29		138.33	
North Central College, Naperville, Ill	162	141.50	177.50	210.42
North Dakota State Teachers College, Valley City, N. D.	157	116.35	147.81	186.14
Northland College, Ashland, Wis.	59	109.58	143.00	175.43
Northwest Nazarene College, Nampa, Idaho	141	112.25	148.50	181.50
Notre Dame College, South Euclid, Ohio	46	177.50	203.33	237.50
Oak Park Junior College, Oak Park, Ill.	60	151.66	186.00	214 00
Oberlin College, Oberlin, Ohio	374	190 66	222.26	257.06
Oklahoma A. and M. College, Stillwater, Okla	1147	100.08	132.05	168.64
Oregon Normal School, Monmouth, Ore.	193	121.39	160.71	201.72
Oregan State College, Corvallis, Ore.	873	137.42	172.12	209.54
Pacific University, Forest Grove, Ore.	117	134 38	170.71	219.58
Park College, Parkville, Mo.	215	156.82	184.23	221.61
Parsons College, Fairfield, Iowa	129	152.32	182.50	205 36

	NUMBER OF STUDENTS	GROSS SCORES		
		Q_1	Median	Q_3
Pennsylvania College for Women, Pittsburgh, Pa.	72	185.56	208.89	242.50
Pennsylvania State Teachers College, East Stroudsburg, Pa.	51	71.07	97.00	125.63
Pennsylvania State Teachers College, West Chester, Pa.	318	115.43	159.38	196.54
Phillips University, Enid, Okla.	166	127.00	164.28	195.42
Port Huron College, Port Huron, Mich.	81	145.42	185.50	212.50
Randolph Macon Woman's College, Lynchburg, Va.	187	164.31	198.48	230.19
Reed College, Portland, Ore.	109	186.50	225.00	258.93
Rhode Island State College, Kingston, R I.	337	125.76	169.17	209.86
Rochester, University of, Rochester, N. Y.	300	198.50	228.88	256.78
Rollins College, Winter Park, Fla.	94	165.00	196.36	234.00
Rosary College, River Forest, Ill.	116	160.91	196.00	230.00
Rose Polytechnic Institute, Terre Haute, Ind.	50	165.00	190.00	228.75
Rosemont College, Rosemont, Pa.	59	175.50	211.00	242.00
Russel Sage College, Troy, N. Y.	125	155.31	187.86	227.50
Saint Elizabeth, College of, Convent Station, N. J.	77	170.31	210.56	244.38
St. Helen's Hall Junior College, Portland, Ore.	58	159.99	190.00	225.00
St. Mary's College, Notre Dame, Ind.	98	139.44	162.22	197.00
Saint Mary's College, Winona, Minn.	100	128.57	161.67	197.50
St. Mary of the Woods College, St. Mary of the Woods, Ind.	82	152.14	182.50	220.63
Saint Scholastica, College of, Duluth, Minn.	86	141.25	167.14	201.67
St. Thomas College, Scranton, Pa.	182	85.59	116.67	162 50

	NUMBER OF STUDENTS	GROSS SCORES Q_1	Median	Q_3
Saint Vincent College, Latrobe, Pa.	70	135.00	170.00	219.29
Saint Xavier College, Chicago, Ill.	55	161.50	185.50	218.93
Salem College, Winston-Salem, N. C.	76	115.00	154.00	177.50
Sam Houston State Teachers College, Huntsville, Texas	247	77.38	111.67	148.75
Santa Rosa Junior College, Santa Rosa, Calif.	152	133.53	157.64	186.88
Scripps College, Claremont, Calif.	54	185.00	218.75	258.75
Shorter College, Rome, Ga.	109	130.83	172.92	200 94
Simmons College, Boston, Mass.	341	176.97	211.13	238.71
Southern Methodist University, Dallas, Texas	281	139.42	173.57	207.98
South Georgia Teachers College, Collegeboro, Ga.	200	81.05	107.65	145.00
Southwestern College, Memphis, Tenn.	121	138.93	167.22	218.21
Southwestern College, Winfield, Kans	212	126.00	160.00	198.33
Southwest Missouri State Teachers College	317	107.21	150.20	193.12
Spring Hill College, Mobile, Ala.	68	114.00	150.00	192.00
Stout Institute, Menomonie, Wis.	99	117.95	150.56	181.79
Sweet Briar College, Sweet Briar, Va.	173	184.53	213.93	248.86
Texas A. and M. College, College Station, Texas	1414	99.73	133.04	172.62
Texas State College for Women, Denton, Texas	761	102.76	138.92	176.47
Texas Technological College, Lubbock, Texas	757	109.57	141.10	177.12
Thiel College, Greenville, Pa.	95	139.58	178.33	220.83
Trinity College, Hartford, Conn.	125	194.72	227.81	255.36
Trinity College, Washington, D. C.	91	161.25	203.75	232.50

	NUMBER OF STUDENTS	GROSS SCORES		
		Q_1	Median	Q_3
Tufts College, Medford, Mass...	90	159.00	200.00	230.83
Tulsa, University of, Tulsa, Okla.	221	123.47	163.67	199.77
Tusculum College, Greeneville, Tenn.	102	113.18	148.00	197.50
Ursinus College, Collegeville, Pa.	163	139.79	165 00	206.25
Vanderbilt University, Nashville, Tenn.	270	142.83	183.18	218.41
Virginia Polytechnic Institute, Blacksburg, Va.	421	104.14	137.73	180.30
Washburn College, Topeka, Kans.	250	135.00	166.92	209.54
Washington College, Chestertown, Md.	103	116.75	171.67	214.64
Washington, State College of, Pullman, Wash.	1148	130.27	170.14	205.86
Washington State Normal School, Bellingham, Wash	232	123.33	153.50	193.57
Washington and Jefferson College, Washington, Pa.	162	119 29	154.44	190.36
Washington and Lee University, Lexington, Va	276	142.14	181.76	231.25
Wayne University, Detroit, Mich.	591	166.17	198.26	230 07
Wells College, Aurora, N. Y.	96	202.00	230.00	252.50
Westbrook Junior College, Portland, Me	72	124.00	171.11	200.00
Western Illinois State Teachers College, Macomb, Ill.	357	116.77	147.08	184.60
Western State Teachers College, Kalamazoo, Mich.	508	137.27	170.25	207.43
Westminster College, New Wilmington, Pa.	215	137.64	175.00	215.14
West Virginia State Teachers College, Shepherdston, W. Va.	101	101.73	119.29	161.88
West Virginia, University of, Morgantown, W. Va.	400	108.89	139.68	177.39
Wheaton College, Wheaton, Ill.	233	155.50	195.36	232.08

	NUMBER OF STUDENTS	GROSS SCORES		
		Q_1	Median	Q_3
Willamette University, Salem, Ore.	170	142.08	180.00	212.50
William and Mary, College of, Norfolk Division, Norfolk, Va.	147	120.75	163.57	207.81
William Smith College, Geneva, N. Y.	51	152.50	193.00	232.50
Williamsport Dickinson Seminary, Williamsport, Pa.	79	139.50	175.00	208.12
William Woods College, Fulton, Mo.	93	120.23	147.22	174.75
Wilson College, Chambersburg, Pa.	125	194.72	228.50	256.25
Woman's College of Alabama, Montgomery, Ala.	85	111.39	137.86	181.07
Woman's Hospital, School of Nursing, Philadelphia, Pa.	54	79.17	100.00	137.86
Xavier University, Cincinnati, Ohio	143	148.96	175.91	211.39
Yankton College, Yankton, S D.	135	126.88	175.00	209.17
Y.M.C.A. Emergency College, St. Louis, Mo.	287	163.12	193.57	235.15
York College, York, Nebr.	65	122.50	146.88	186.25
Yuba County Jr. College, Marysville, Calif.	115	117.92	153.75	185.83 *

* "The 1934 Psychological Examination," *Educational Record*, XVI, 226–234 (April, 1935).

Appendix E *Books Helpful to Students in Determining Their Vocational Objectives*

CHARTS AND BOOKS THAT HELP A PERSON TO EXPLORE THE BROAD WORLD OF WORK AND CHOOSE A VOCATION

Brewer, John M. *Which Is the Best Work for You?* A Map of Vocational Opportunities for Men, 1944. *Which Is the Best for Women,* 1944 (Washington 25, D. C.: Superintendent of Documents, Government Printing Office).

Brewer, John M, and Landy, Edward. *Occupations Today* (Boston: Ginn and Company, 1943).

Chapman, Paul W. *Occupational Guidance* (Atlanta: T. E. Smith and Company, 1943).

Huff, Darrell, and Huff, Frances. *Twenty Careers of Tomorrow* (New York: Whittlesey House, 1945).

Kitson, Harry D., and Lingenfelter, Mary R *Vocations for Boys* (New York. Harcourt, Brace and Company, 1942).

Kitson, Harry D. *I Find My Vocation,* Revised Edition (New York: McGraw-Hill Book Company, 1946).

Lingenfelter, Mary R., and Kitson, Harry D. *Vocations for Girls* (New York: Harcourt, Brace and Company, 1939).

National Association of Manufacturers. *Preparing for Industrial Work.*

Rosengarten, William. *Choosing Your Life Work* (New York: McGraw-Hill Book Company, 1936).

Sobel, Louis H., and Samler, Joseph. *Group Methods in Vocational Guidance* with specific reference to the economic adjustment problems of Jewish Youth (New York: The Furrow Press, 1938).

Spiegler, Samuel. *Your Life's Work* (Cincinnati: The Union of American Hebrew Congregations, 1943).

IMPORTANT PAMPHLET SERIES THAT DESCRIBE VOCATIONS

Career Monographs by the Institute for Research, 537 South Dearborn Street, Chicago. More than 140 pamphlets based on comprehensive research surveys and bibliographical work prepared by leading authorities in each field. The following are examples of a few of these pamphlets, most of which cost 75¢ each:

"Careers for Women in Factory Work," 1942.

"Dairy Farming as a Career," 1945.

"Restaurant and Tea Room Operation as a Career," 1945.

Occupational Abstracts, published by Occupation Index, Inc., New York University, Washington Square, New York 3, N. Y. A large number of concise abstracts covering unusual vocations as well as well-known occupational fields. These pamphlets are about six pages in length and cost 25¢ each. Examples are:

Baldwin, Leo. "Beekeeping," 1945.

"Police Officer," 1945.

Spiegler, Samuel. "Building Contractor," 1944.

Science Research Associates Pamphlets, 228 South Wabash Avenue, Chicago 4, Illinois The publications of this association include "Occupational Trends"; "Occupational Briefs of Postwar Job Fields", "Vocational Guide," an index to sources of information about occupations; "Guidance Newsletter," a report on events in the guidance field; "Guidance Reprints" of significant and current professional articles; "Research Service," special reports and answers to questions about occupations; "Audio-Visual Kit," an aid to the motivation of the study of occupations, and "The Hundred Best," a list of the year's hundred best free and inexpensive information about occupations. Three subscription plans for this material are offered Examples of their pamphlets about jobs are:

Bowman, Ernest. "Jobs in the Machine Shop," 1945.

Brown, Jean C "Household Workers," 1940.

Royall, R. E. "Highway Jobs," 1944.

U. S. Office of Education Series, Superintendent of Documents (Washington 25, D. C U. S. Government Printing Office).

Pamphlets on a particular vocation, some free, some at a nominal charge, are also prepared by many business, industrial, and professional associations such as·

"Careers in New York State Government" (Albany: State of New York Department of Civil Service, 1944).

"Post High-School Training for a Business Career" (225 Broadway, New York: Association of Business Institutes of the State of New York, 1944).

Cohen, I. David. "Careers in the Skilled Trades" (Washington, D. C.: B'nai B'rith Vocational Service Bureau, 1940).

"Funeral Service as a Vocation" (111 W. Washington Street, Chicago: National Funeral Directors Association, 1945).

"Getting into the Trucking Business" (1424 Sixteenth Street, N. W., Washington, D. C.: American Trucking Associations, Inc., 1945)

"Is There a Job for Me in Lithography?" (70 Pine Street, New York: The Joint Lithographic Advisory Council, 1945).

U. S. Office of Education, Bureau of Training War Manpower Commission, Federal Security Agency. "Guide to Counseling Materials" Selected WMC Publications Useful to School and Adult Counselors. (Washington 25, D. C.: U. S. Government Printing Office, May, 1945).

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General Sources

Lingenfelter, Mary R. *Vocations in Fiction,* 2nd ed. (Chicago: American Library Association, 1938).

Logie, Iona M. R. *Careers in the Making* (New York: Harper & Brothers, 1935).

Lists from Public Libraries.

Specific Vocations

Berger, Joseph. *Copy Boy* (Philadelphia: Macrae Smith Company, 1938).

Best, Allena (Erick Berry, pseud.). *Illustrations of Cynthia* (New York: Harcourt, Brace and Company, 1931).

Bianco, Margery. *Other People's Houses* (New York: The Viking Press, 1939).

Binger, Walter. *What Engineers Do* (New York: W. W. Norton and Company, 1938).

Boylston, Helen. *Carol Goes Backstage* (Boston: Little, Brown and Company, 1941).

Bugbee, Emma. *Peggy Covers the News* (New York: Dodd, Mead and Company, 1936).

Crump, Irving. *Our G Men* (New York: Dodd, Mead and Company, 1937).

Deming, Dorothy. *Penny Marsh—Public Health Nurse* (New York: Dodd, Mead and Company, 1938).

Floherty, John. *Guardsmen of the Coast* (Garden City, New York: Doubleday, Doran and Company, 1935).

Floherty, John. *Men Without Fear* (Philadelphia: J. B. Lippincott Company, 1940).

Floherty, John *Police* (Garden City, New York: Doubleday, Doran and Company, 1936)

Fox, Genevieve. *Mountain Girl* (Boston: Little, Brown and Company, 1934).

Heyliger, William. *You're on the Air* (New York: D. Appleton-Century Company, 1941).

Maule, Frances. *Road to Anywhere* (New York: Funk and Wagnalls Company, 1938).

Norris, Margaret. *Heroes and Hazards* (New York: The Macmillan Company, 1932).

Singmaster, Elsie. *You Make Your Own Luck* (New York: Longmans, Green and Company, 1929).

Whitney, Phyllis. *A Place for Ann* (New York: Houghton Mifflin Company, 1941).

Wing, Paul. *Take It Away, Sam!* (New York: Dodd, Mead and Company, 1938).

Appendix F *Training Opportunities for Veterans*

Apprenticeship training—Younger men interested in learning a trade may apply for apprenticeship training under the G. I. Bill. During the war, apprenticeship training programs were considerably reduced, but the program is beginning to expand. For example, the California brochure, *Apprenticeship Training Benefits Veterans,* published by the California Veterans Committee and Division of Apprenticeship Training, State Department of Industrial Relations, March, 1945, gives a succinct statement of the advantages of apprenticeship training for veterans. For mechanically minded men with family responsibilities, this form of preparation for a vocation offers most practical training.

Conversion training—Frequently a man has learned a new skill in the Navy and needs only to convert that skill to a civilian job. Such training is often offered free by civilian industries. For example, a man who has been a radioman in the Navy can learn to become a news telegrapher for the press.

Advanced technical training—There are a considerable number of men with good mechanical ability and knowledge who are interested in getting further training on a higher level, but who have not the ability or interest to take an engineering degree. An especially fine course has been worked out by Pratt Institute, Brooklyn, New York. Hemphill Schools, Inc., 28 Queens Boulevard, Long Island City, New York, gives excellent work in diesel; Plastics Institute, in plastics, etc.

Retraining—When a man has lost his job skill because of illness or injury, he frequently will seek an intensive course on a level at which he can acquire competence in a field within approximately a year, and command a salary relatively close to his former salary. Such training might be a comprehensive course in drafting, as given

by the New York Drafting Institute or the New York Technical Institute.

Related training—Many times a man who has his own business is interested in expanding his opportunities by acquiring an additional skill. Men who have electrical repair shops, for example, will seek training in radio repair or air conditioning or refrigeration; an optometrist may train in contact lens grinding.

New job training—Because the Navy has a large number of young men who came directly from school to the service, there are many who seek specialized job training. Usually these men have had only the regular duties of a seaman, and have not had specialized training. Two especially popular fields are air conditioning and refrigeration, and plastics. Unfortunately too many men feel that these fields are new and expanding. It would seem that they will soon be very overcrowded. Some men are interested in training in photography. In New York City, through the cooperation of the Board of Education and the Veterans' Administration, veterans may receive specialized training at Trade Centers located in the city trade and vocational schools. Many subjects are taught at these Centers· Radio Service and Repair, Radio Technology, Electrical Installation and Practice, Refrigeration, Meat Merchandising, and many others.

Leisure-time training—Occasionally men well established vocationally are interested in leisure-time training, *e.g.*, dramatics at the New School or Columbia Workshop

Less usual training opportunities—There are, of course, a variety of specialized kinds of training that men occasionally seek: barbering, photography, radio store operation, taxi driver, tree surgery, garment draping, motion picture operation, chiropody, embalming, floristry, etc. Pamphlets on many specialized occupations are available in the publications mentioned in Appendix E, as, for example, the following:

"Funeral Director" (Washington Square, New York: Occupational Index, Inc., 1945).

Neblette, C. B. "If You Are Considering Photography" (Rochester: Rochester Institute of Technology, 1944).

"Radio-Music Store Operation as a Career" (Chicago: Institute for Research, 1945).

"Taxi Driver" (Washington Square, New York: Occupational Index, Inc., 1945).

Wernicke, Gilbert W. "Jobs in Horticulture" (Chicago: Science Research Associates, 1944).

Allen, Frederick H., 117
Alltucker, Margaret M., 76
American Council on Education, 73, 105

Barker, Margaret, 174
Barzum, Jacques (*quoted*), 102–103
Bebb, Mrs Ethel, 51
Bird, Charles, 105
Bird, Dorothy M., 105
Bragdon, Helen D., 25
Brewer, John M., 255
Burnham, Paul S., 45

Canon, Genevie Orr, 74
Carroll, Lewis (*quoted*), 1
Chamberlain, Dean, 58
Chamberlain, Enid, 58
Chapman, Paul W., 255
Cole, Luella, 105
Cooper, Miriam Denness, 45
Crawford, Albert B., 45

Darley, John G., 117
Deardorff, Ray E., 79
Detchen, Lily, 57, 72
Drought, Neal E., 58

Eastman, R. L. H., 63
Erskine, John, 63

Fedder, D. D., 57
Ferguson, Jessie Mary, 105
Forrester, Gertrude, 105
Fosdick, D., 63

Garrett, Annette M., 117
Good, Carter V., 73
Greene, Harry A., 46
Greenleaf, Walter J., 73
Griffin, Jane, 51
Gummere, Richard M., 61

Hale, Lincoln B., 25
Hamley, H. R., 105
Harvard Committee, 61, 105
Hastings, J. Thomas, 35
Hatcher, Latham (*quoted*), 19, 46
Hewitt, Forrest E (*quoted*), 40
Hinkley, William W., 74
Horney, Karen, 46
Houghton, Ruth, 53
Hsuch Ki, Li Ki (*quoted*), 102
Huff, Darrell, 255
Hunsinger, Marjorie, 55

Jones, Arthur J., 25
Jones, Vernon, 96

Kirkpatrick, Forest H. (*quoted*), 19
Kitson, Harry D., 255

Landy, Edward, 255
Larsen, Robert P., 16, 105
Leonard, J. Paul, 74
Lewis, Virginia, 117
Lingenfelter, Mary R., 255, 257
Longley, Gladys B., 74

Mayes, Ruth, 82
McConn, Max, 105
Miller, Adeline E., 74

National Education Association, 55, (*quoted*) 56

Pruett, Lorine, 42

Rahn, Grant, 58
Rapaport, David, 46

Rogers, Carl, 117
Rollins College (*quoted*), 97
Rosengarten, William, 255

Samler, Joseph, 255
Scott, William E., 58
Sobel, Louis H., 255
Spaulding, Francis T., 25
Spiegler, Samuel, 255
Stevens, Edwin B., 57

Thurstone, L. L., 52
Thurstone, Thelma Gwinn, 52
Tomlinson, Laurence Elliott, 55
Traxler, Arthur E., 46
Tuttle, George R., 35

University of the State of New York, 51

Vernon, Philip E., 32, (*quoted*) 33

Wallen, John L., 117
Webster, Esther F., 77
Wells, F. L., 46
Williamson, E. G., 117
Woodhouse, Chase Going, 158
Wrenn, C. Gilbert, 16, 105

Adjustment to college, interview on, 174–179
Adjustment to school, interview on, 131–134, 138
Administrative aspects, 84–86
Admission requirements, flexibility in, 57, 58–60, 61
study of, 79–80
to college, 55–63, 86, 87
Advice, ineffectiveness of, 116
Allegheny College, 93
American Association of University Women, 66
Analysis of errors, 28
Anxiety, 131, 187, 219
Appraisal of student, 91–92, 104
Apprenticeship, 47
Aptitudes, mechanical, 36–37
other, 37
Art, educational opportunities in, 155–156
Art courses, 64–65
Assembly periods, 78
Atmosphere of school, 188
Attitude, of parents and teachers, 115
of persons in environment, 103
toward oneself, 11, 26, 30, 40, 45, 106, 114–115, 151
Autobiography, 39–40, 79, 100

Barnard College, admission plan of, 61
Behavior problems, 139–141, 146
Boston, directory of educational opportunities, 70

Case conference, 84, 148, 151, 224–228
Case study, 40, 41–44
Champaign Senior High School, 49, 50
College *See also* Information about colleges
adjustment to, 91, 92
books about, 51–52
choice of, 11, 12–13, 30, 40, 41–42, 43, 44–45, 88
cost of going to, 64, 66, 92
criteria for deciding whether to go to, 92–93
essential facts about, 52–53
factors in choice of, 90–91
introduction of student to, 91–92
purpose in going to, 39
rejection of, 230, 231
College courses, in relation to vocations, 53
College day program, 89, 90
College entrance, blank for, 91–92
College entrance requirements. *See* Admission requirements
College representatives, 89
Community, resources for guidance, 24
Community-centered case study, 163–164
Community groups, assistance from, 89–90
participation in, 93
Conflicts, inner, 107, 219–220
Continuity of guidance, 77–79
Coordination, of personnel services, 22, 25
Core curriculum, 78
course in guidance, 79–81
Counseling, "client-centered," 111–112, 114–115
directive-nondirective, 111–115

Counseling—(*Continued*)
for whom, 108
influence of school policies on, 108–109
nature of, 106–108
process, 106–116
relation of discipline to, 109
relation of information and technics to, 110–111
Counseling technics, combination of, 32, 45
Counselor. *See also* Educational counselor
interviews with, 121–122, 127–128, 129–131, 131–138, 160–166, 166–169, 169–173, 186–193, 193–201, 205–210, 213–216, 216–220, 220–234
personality of, 109–110
philosophy of, 109–110, 134
relationship of, with students, 235
responsibility of, for the improvement of reading and study, 99–100
role of, 116, 192
Course, choice of, 76, 97, 104
in college, 4, 5, 6
in high school, 4, 6
use of tests in, 37–38
with reference to,
high mental ability, 10–12
low mental ability, 7–10
Cumulative personnel records, 40–45, 77, 81, 82, 83, 91, 98, 104, 123, 149–150, 180
Curriculum, changes in, 77
counseling as part of, 22
enriched, 12
flexibility of, 151
guidance through the, 96–98
inadequate, 9
no choice offered in, 3
offerings needed, 23
requirements, 126–127
Daily schedule, 145, 150, 190, 202, 206, 209, 212
Daydreaming, 192
Dean, interview with, 124–126, 139–141, 181–186, 210–213
Dental hygienist, 157–160
Diagnosis, of reading and spelling difficulties, 100–101
Director, of school of nursing, interview with, 179–181
Discipline, 150–151, 198

Educational counselor, activities of, 68, 76–77, 78, 82
Educational guidance, aims of, 18, 20–21
clinic, 93–96
during high school, 78–86, 118–173, 221–234
essentials of, 18–19, 22–23, 25
nature of, 17–25
need for, 3–17
principles of, 234–235
ramifications of, 19–20
relation to education, 21–24
Educational opportunities, counseling concerning, 82, 83, 107, 152–154, 213–216
for persons going to college, 63–67
for persons not going to college, 67–71, 90
responsibility for supplying information on, 47, 235
sources of information on, 47–74, 83, 238–239
Emotional problems, 107
English, 61, 62, 161, 163, 186–187, 222, 224, 225, 227, 230
Environment, and intelligence, 34
Examiner's Diagnostic Reading Record, 100
Extended class period, 78

Faculty adviser, 22, 47
interview with, 141–144, 155–157, 201–205
plan, 82
Failure, in academic work, 82, 87, 101, 119–120, 123–126, 127–129, 141–144, 144–151, 170–172, 182, 188–189, 192, 201, 213, 215–216
causes of, 14–15, 17, 102, 103, 143, 205, 212
emotional concomitants of, 43–44
examples of, 7, 8–9, 10, 15, 21
extent of, 13, 24
prevention of, 17–18
teacher's responsibility for, 102
treatment of, 15–17
Family relationships, 177–178, 192, 193–198
Financial aid, 64, 208–209
French, 147, 205, 206

General education, 5, 43
George Washington High School, 48
Gifted students, 10–12, 20, 41–42, 88, 123
Girls' adviser, interview with, 157–160
Girls' league, 65
Goal, clarification of, 106
lack of, 103
Group activities, 93, 138, 146, 162, 163, 199–200, 201, 218
Groups, guidance through, 84
Guidance. *See* Educational guidance, Vocational guidance

Harvard University, admission plan, 61–62
Health, problems, 79
services, 63
High school offerings, 48–50
High school record, 215, 220
Hildreth Interest Blanks, 41, 81
History, 129–131
Home conditions, 129, 130, 131, 145, 172, 175
Home economics, 64, 152–154
Home relations, 79
Home visits. *See* Visits
Homeroom, 78, 127

Inferiority, feeling of, 165
Information about colleges, cumulative records of, 63–67, 83
for entrance, 240–242
needed by students, 87
study of, 79–81
summary charts of, 64, 65
supplied in counseling, 96
Instruction, in interview, 187
in reading and study methods, 101
Intellectual level of student bodies, 243–254
Intelligence, average scores in different colleges, 52, 243–254
Intelligence, measurement of. *See* Scholastic aptitude tests
Intelligence quotient, 32
Interest, lack of, in certain subjects, 205–206
in school work, 120–123, 144–151, 185
Interests, 81
vocational, 37, 133, 156, 169, 179, 183–184
Interview, 82, 95–96, 106
by administrative officer, 101, 102
for understanding students, 39–40
initial, 24
nondirective-directive scale, 111–114
quality of teacher's, 102

Interview—(*Continued*)
use of leads in the, 164–165
value of recorded interviews, 116–117, 118
values of, 39
Interviews, reports of, adjustment to college, 205–210
adjustment to school, 131–138
admission to school of nursing, 179–181
behavior problem, 139–141
change of college, 213–216
change of program, 181–186
educational plans, 155–157, 166–169
failure in school work, 119–120, 123–126, 127–129
family expectations, 169–172
freshman adjustment, 193–201
health and study, 210–213
lack of interest in school work, 120–123
lack of purpose, 201–205
language handicap, 160–166
orientation to college, 174–179
orientation to new school, 134–138
post-college adjustment, 216–220
preparation for a specific vocation, 157–160
study and reading methods, 186–193
study methods, 129–131
vocational choice, 152–154
vocational plans, 141–144
with veteran, 220–234
withdrawal from school, 144–151

Learning ability, methods of studying, 26
Lectures, 98
Level of aspiration, 115
Lincoln School of Teachers College, 79

Marriage, preparation for, 23
Mathematics, 125–126, 127–128, 205, 207, 213, 215
Mental development, 115

New Jersey, educational directory, 70–71
Nursing, schools of, 179
information about, 4, 47, 55

Oberlin College, 53
Observation, 27–28
Occupations, classes in, 77, 79
Orientation of students, 98
to college, 177
to school, interview on, 134–138

Parents, guidance for, 88–89
influence on choice of course, 6–7
interviews with, 148–149, 151, 161–162, 163–164, 170–172, 175–179, 193–198
scholastic standards held by, 43–44
Parents' association, 65–66
Part-time work experience, 161–162
Personality, 81, 95
Personnel records. *See* Cumulative personnel records, High school record
Philadelphia, art courses in, 65
vocational training, directory of, 70
Philadelphia school system, 50
Placement, bureau, 84, 162, 184
by high school counselor, 77
opportunities, 234
services, 64, 66, 232
Plans, educational, long-distance, 87–88, 107

Plumbing, opportunities for training in, 69, 70, 71
Port Washington, Long Island, 77
Practice, in reading and study, 101
Problems, adolescent, 133
behavior, 139–141, 146
emotional, 107–166
financial, 205–210
health, 79, 146, 149, 198–199
of college freshmen, 79
of nonconformity, 108
personal, 131, 219
Programs of educational guidance, 75–105
Psychiatric treatment, 107, 221
Psychoanalytic treatment, 107
Psychologist, 81, 216, 219
Punishment, 140–141
Purdue University, 53

Questionnaire, to appraise reading and study methods, 100
to evaluate clinic, 96

Rapport, 134
Reading, ability, 28–29
methods, 78, 79, 98–103
tests, 34–36
Referral, 139
to counselor, 108
Relationship, social, 107
the essence of counseling, 106
with family, 107
with parents, 185
with people, 169, 217–219
with student, 140, 166
Remedial class, 128–129
Retarded students, 7–10
schools for, 50
Rollins College, 97
Rural schools, 77

Schedules, making pupils', 85–86
Scholarships, 60, 66, 82, 84, 87, 235
for college, 13, 47
School atmosphere, 109
Schools, for specialized training, 55
for retail training, 54
special, 50–51
Science, 78, 211, 213, 215
Security, need for, 227
Self-appraisal, 26–45
Self-confidence, development of, 128, 182, 201, 210
Self-understanding. *See* Understanding of oneself
Shorewood High School, Wisconsin, 48
Smith College, 53
Social adjustment, example of, 21–22
Social relations, 166
St. Louis High School, 66
Student records. *See* Cumulative personnel records, High school record
Student tutoring bureau, 102–103
Study methods, 75, 78, 79, 98–103, 129–131, 138, 142, 144, 186–193, 205–206, 209

Teacher, as educational counselor, 76, 82, 97, 103–104, 152–154
comments of, about pupils, 120, 123
cooperation with counselor, 164
interview with, 152–154
Technics, right use of, 111
Tests, achievement, 35–36
aptitude, 219
as aid in teaching, 38
cautious use of, 37–38
in clinic, 93–95
in counseling, 11–12, 14, 18–19, 26, 41, 42, 111–112
interpretation of, 32
reading, 34–36

Tests—(*Continued*)
scholastic aptitude, 27, 30–34, 81, 95, 127, 145, 150, 162, 163, 169, 183, 186, 237
standardized, 29
teacher-made, 28–29
to appraise veterans, 72
use of, 169, 180, 185, 191, 223–224, 227, 230
Trade and vocational schools, 47, 214
Transition, from elementary to high school, 75–76
from junior to senior high school, 76–77
Tryout experiences, 77

Understanding of oneself, 81, 106–107, 109, 110, 113, 114, 115, 129, 144, 151, 200, 234
University of Illinois, 53
University of Minnesota, 92
University of North Carolina, 53

Values, in society, 199
Veterans, 62
characteristics of, 71–72
interview with, 220–234
training opportunities for, 71, 259–261
Vice principal, interview with, 119–120, 147–151
Visits, home, 178–179
to colleges, 80, 89
to high schools, 77
Vocabulary, 30, 42
Vocation, choice of, 6, 7, 9, 10, 11, 18, 42, 43, 159–160, 185–186, 221–222, 228–229, 233
interest in, 18
interview about choice of, 141–144, 152–154
relation of intelligence to, 33
Vocational advisory service, 68
Vocational guidance, 220–234
basic understanding in, 43
relation to educational guidance, 19–20
social aspect of, 20–21
Vocational information, 5, 54, 77, 78, 79, 83, 96, 159
sources of, 255–258
Vocational training, 67, 68, 69, 70, 71

Withdrawal, from college, 13
from high school, 8, 10, 11
Work experience, 20, 207, 209